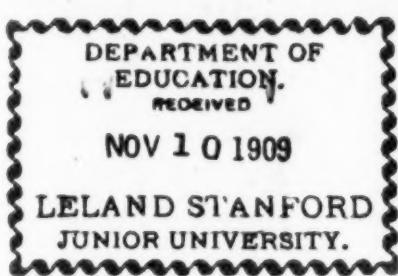


# THE AMERICAN School Board Journal

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## The Coon and the Turkey-- and a Blackboard Moralette

"Way down" in Missouri a darkey was stealing a gobbler which struggled very hard against its fate. The darkey philosophically tried to soothe him thusly:

"What's de use of strugglin', Birdie! Wid all dem colored folks 'round here, it makes no difference to you which coon gets you."

With all the so-called blackboards (mostly made from pasteboard) it does make a difference which kind you get.

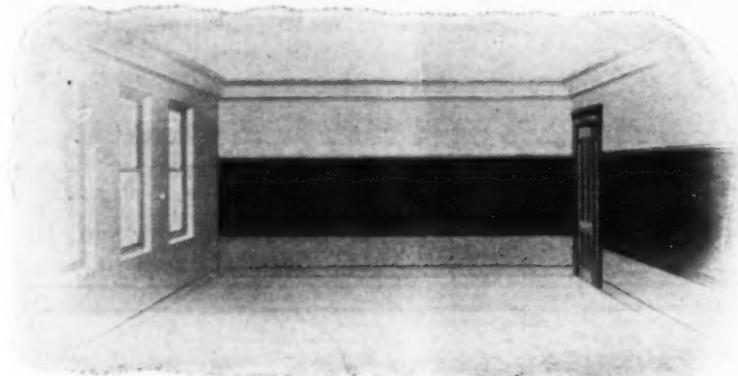
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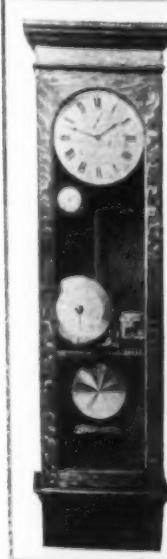
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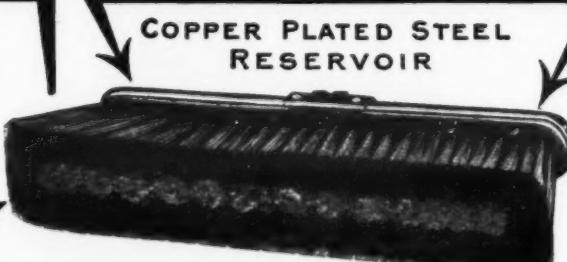
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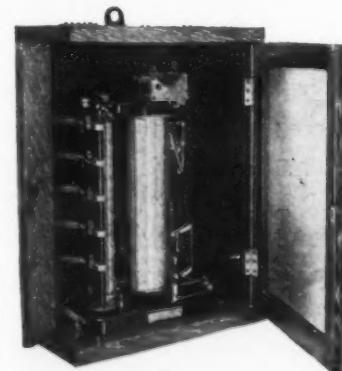
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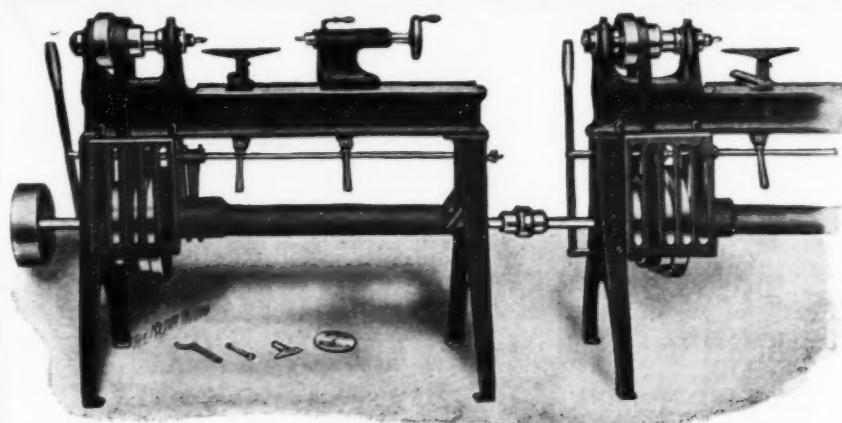
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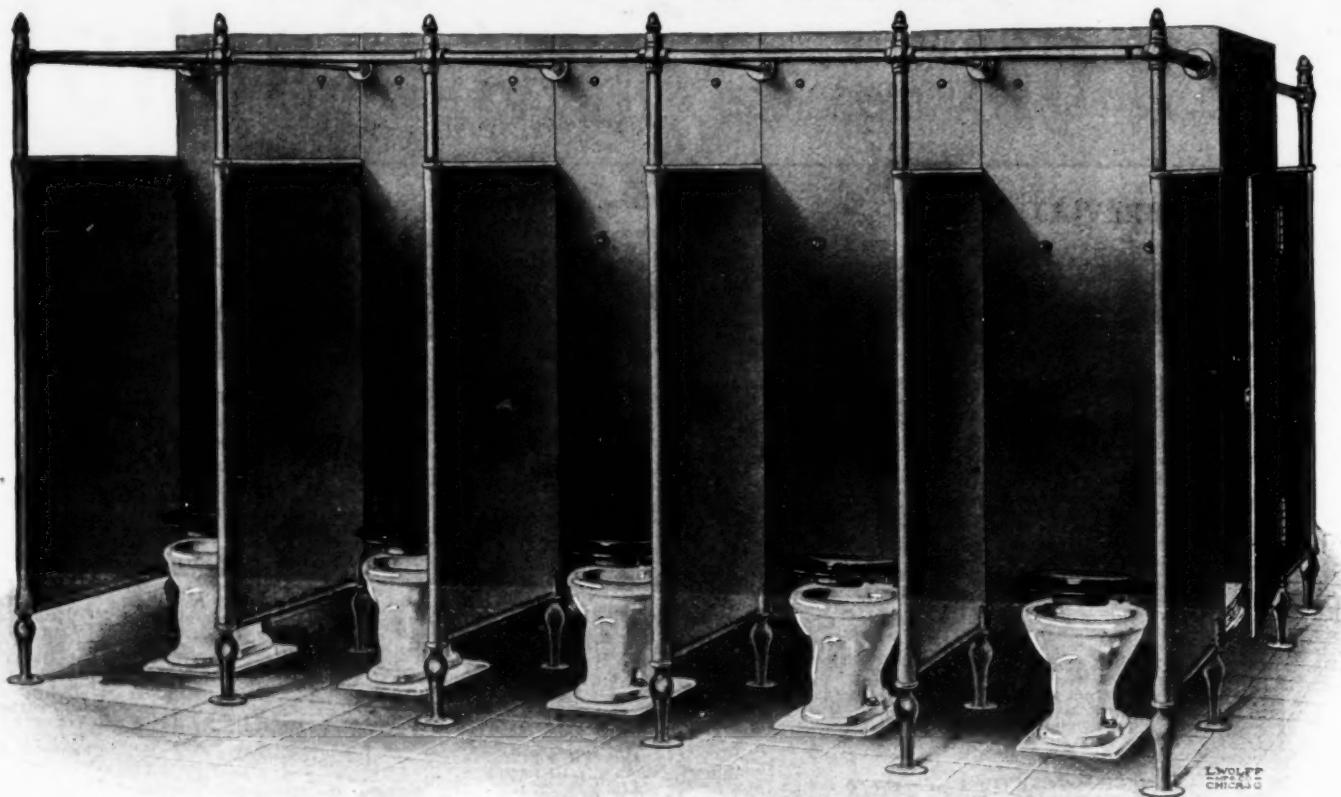
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## ABBREVIATIONS

Appleton	D. Appleton & Co.	New York, Boston, Chicago	Russell's Vocal Culture	Dike's Scientific Reader	White's First Reader
Barnes	Arthur J. Barnes Publishing Co.	St. Louis, Mo.	Brown's Philosophy of Expression	Silver	White's Beginners
Britton	Britton Printing Co.	Cleveland, O.	Burrell's	Seymour's Iliad	
Ginn	Ginn & Company	Boston, New York, Chicago	Fleming's	Perrin & Seymour's Odyssey	
Houghton	Houghton-Mifflin Co.	Boston, New York, Chicago		Collar & Daniels' Beginners' Companion	
Jenkins	Wm. R. Jenkins Company.	New York City		School Classic Series	
Lee	Laird & Lee	Chicago, Ill.		Coll. Series—Authors	
Lippincott	J. B. Lippincott Company.	Philadelphia, Pa.		Bryant's Iliad	
Longmans	Longmans, Green & Co.	New York, Chicago		Bryant's Odyssey	
Merrill	Charles E. Merrill Co.	Boston, New York, Chicago		Palmer's Odyssey	
Merriam	G. & C. Merriam Company.	Springfield, Mass.		Masterpieces of Greek Literature	
Macmillan	The Macmillan Co.	New York, Chicago		Browning's Blanks for Greek Verbs	
McNally	Rand McNally & Co.	Chicago, New York		Jenkins Haven's Blanks for Conjugation or Synopsis of Grk Verbs	
Peckham	Peckham, Little & Co.	New York		White's Texts	
Pitman	Isaac Pitman & Sons.	New York		Ball's Ele. Macmillan	
Prang	Prang Educational Co.	New York City			
Simmons	Parker P. Simmons.	Boston, New York, Chicago			
Silver	Silver, Burdett & Co.	Philadelphia, Pa.			
Sower	Christopher Sower & Co.	Boston, New York Chicago			
Thompson	Thompson Brown Co.	Boston, New York Chicago			
<b>AGRICULTURE.</b>					
James' Practical	Appleton	Bidgood's	Clement's	Trotter's Geog. of Com.	White's First
Burkett's Beginners'	Ginn	Parker's	Simmons	Tarr's New Phys.	White's Beginners
Bailey's	Macmillan	Bailey & Coleman	Griffin's Yg Am.	Dodge's Ele. Reader	Seymour's Iliad
Vorhees'	Silver	Pillsbury's	Phillips' Nation and State	Through France and French Syntax	Perrin & Seymour's Odyssey
<b>ALGEBRA.</b>					
Young & Jackson's	Appleton	BOOKKEEPING.	Shepard's	Magill's Series	Collar & Daniels' Beginners' Companion
Beman & Smith	Ginn	Gay's			School Classic Series
Wentworth Series	"	Moore & Miner's			Coll. Series—Authors
Lippincott's Ele.	Lippincott	Cole's Accts.			Bryant's Iliad
Perrin's Drill Book	"	Bogle's Comprehensive			Bryant's Odyssey
Metzler, Roe & Buidard	Longmans	Montgomery's Mod.			Palmer's Odyssey
Fisher & Schwatt	Macmillan	Hall's Art of Accounts			Masterpieces of Greek Literature
Hall & Knight	"	Silver			Browning's Blanks for Greek Verbs
Schulte's Series	"	Mayhew's Series			Jenkins Haven's Blanks for Conjugation or Synopsis of Grk Verbs
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Durrell & Robbins	Silver	Meservey's Series			Ball's Ele. Macmillan
Aley & Rothrock's	Silver	Meservey's Blanks			
Atwood Series	"				
Lilley's Series	"				
Hobbe's Gr. Sch.	Simmons				
Brooks' (2 bks.)	Sower				
Bradbury's Series	Thompson				
Brady & Eaton's Academic	"				
Brady & Eaton's Beginners'	"				
Fairbank & Hebdon's Elements	"				
<b>ARGUMENTATION AND DEBATE.</b>					
Foster's Arg.	Houghton	Business English.			
Brooking's Briefs	Longmans	Style Book of			
Ringwall's Briefs	"	Pitman			
Laycock & Scales'	Macmillan	Westlake's Letter Writing			
Bacon's Gestures	"				
Raymond's Orators' Manual	"				
<b>ARITHMETIC.</b>					
Young & Jackson's series	Appleton	Business Law.			
Moore & Miner's (Business)	Ginn	Burdick's Essen.	Appleton		
Prince's	"	Huffcutt's Elements	Ginn		
Smith's	"	Clow's Commerce	Silver		
Wentworth series	"	Wilson & Tucker's International Law	"		
Colburn's	Houghton	McKeon's Graded Lessons			
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McLellan & Ames series	"	Huntington's (3 bks.)			
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Fainley & Schutt's McNally	"	Lewis' Writing Eng.			
Rand, McNally series	"	Robins' & Perkins'			
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Lippincott's Ele.	"	Kavanaugh & Beatty's	"		
Practical	"				
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Pierce series	"				
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Sisk's Higher	"				
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Principles of Art Ed.	Prang				
Abbot-Gaskell's	Silver				
<b>ASTRONOMY.</b>					
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Young's	Ginn	Schwinn & Stevenson's	Contanceau's French		
Sharpless & Phillip's	Lippincott	Ashley's Am. Gov't.	Blackley-Friedlaender's German		
Ball's Ele.	Macmillan	Macmillan	Cuyas' Spanish		
Moulton's Intro.	"	Science	Liddell & Scott's Greek		
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<b>CIVICS.</b>					
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Moses' Government of U. S.	Appleton		James & Moles' French English		
Boyston's Civics	Ginn		James' German and English		
Macy's	"		James & Grassi's Italian and English		
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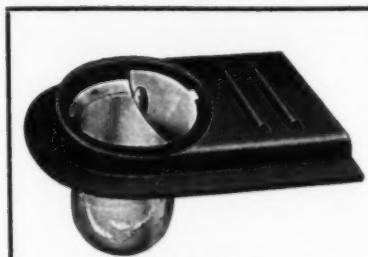
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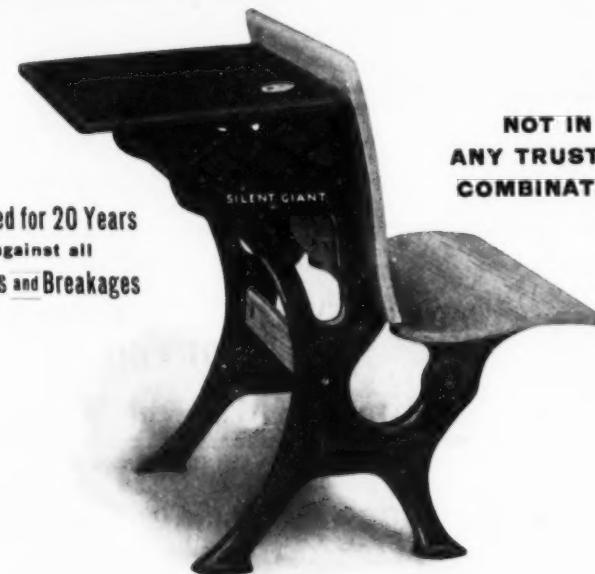
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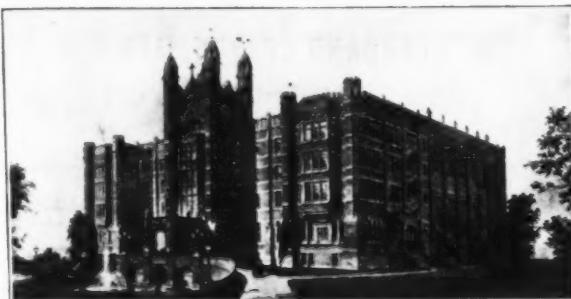
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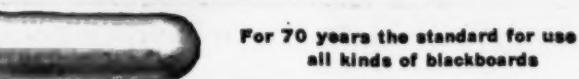
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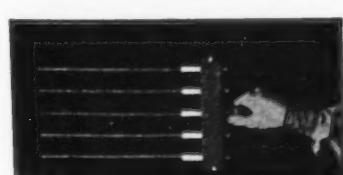
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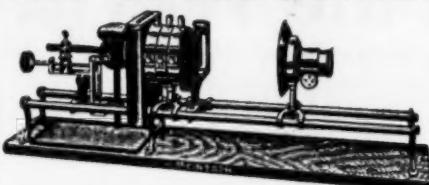
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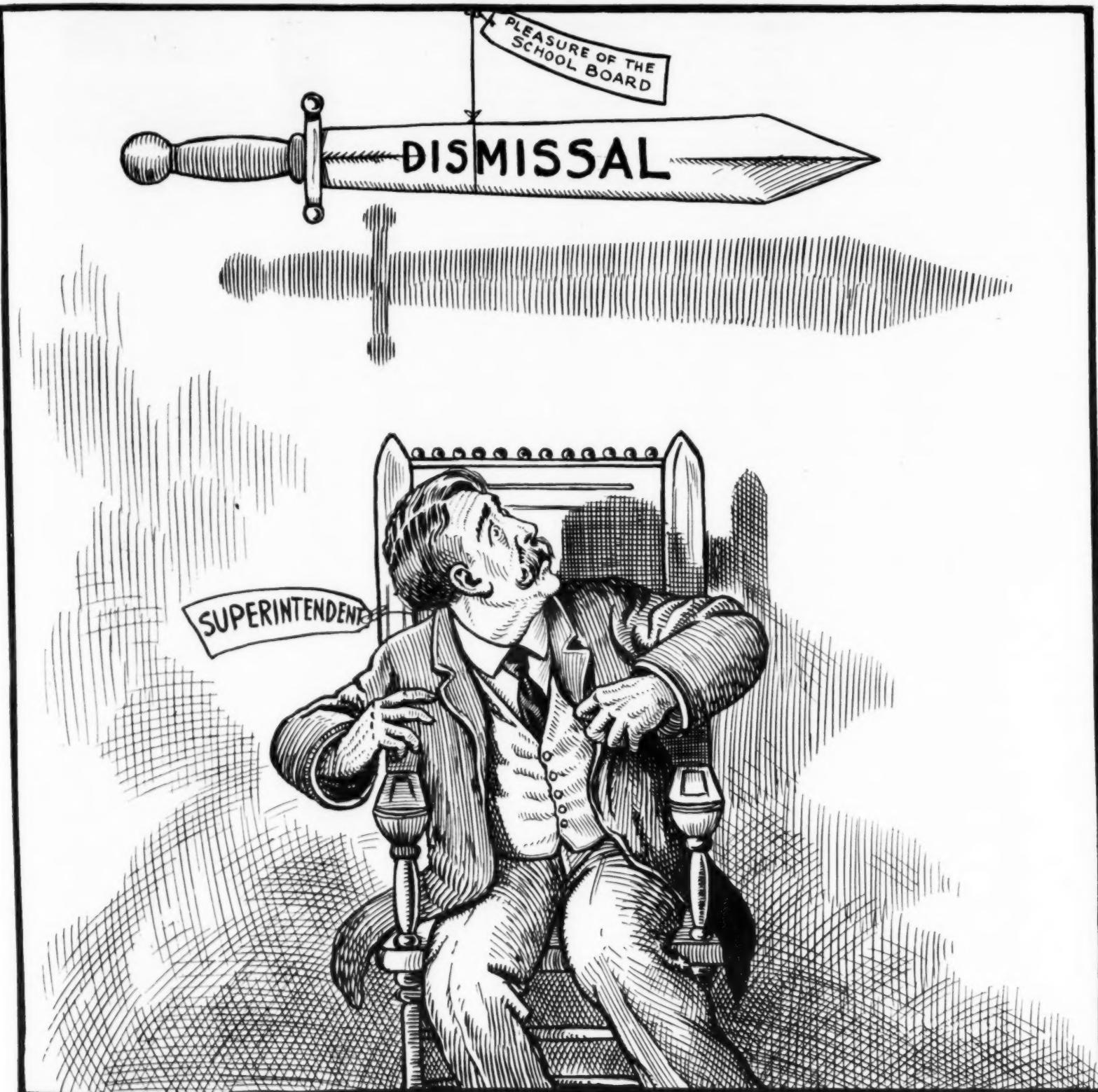
# School Board Journal

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A MODERN DAMOCLES.

The danger of dismissal, at the whim of the school board, keeps many superintendents in an unsettled state of mind.



#### Recent Decisions.

The act of the Kentucky legislature of March 24, 1908 (Ky. St. 1908, p. 4426a), regulating public schools is not unconstitutional in that it requires the fiscal court to make a levy sufficient to raise the sum found necessary by the board of education, since in obeying the constitutional mandate to provide an efficient school system the legislature must necessarily have the discretion of choosing its own agencies, and conferring on them the powers deemed by it essential to accomplish the required end.—Prowse vs. Board of Education for Christian County, Ky. 1909.

Where a high school maintained by a district was a department of the common or free schools maintained under the constitution, which declares that the general assembly shall provide a thorough and efficient system of free schools, whereby all the children of the state may receive a good common school education, the children of the district and of other districts of school age sustained no different relation to the high school from that sustained to any of the grades or other departments of the schools, but the entire system of schools altogether constituted the "common schools" of the district.—People vs. Moore, Ill. 1909.

Under the constitution of Kentucky (p. 183) requiring the general assembly to provide, by appropriate legislation, an efficient system of schools throughout the state, it is for the general assembly to determine what system will be most efficient.—Prowse vs. Board of Education for Christian County, Ky. 1909.

The position of senior teacher, within the rules of the board of education of the city of New York, relating to additional compensation for teachers acting as senior teachers in charge of schools, is not an independent position within the laws providing for appointments to positions on the teaching staff; but the position is that of a regular teacher, who, under the direction of the principal of the school, is performing special duties, the word "senior," as applied to a teacher, not relating to the age or period of service, but to particular duties which such teacher is called on to perform.—Dildine vs. Board of Education of City of New York, N. Y. Sup. 1909.

#### Buildings and Grounds.

The New York City building code (p. 105), providing that every building hereafter erected or altered to be used as a school shall be built fireproof, does not forbid the use of a building not fireproof for a school; and where a company in good faith made alterations in its building, to be used as an office building pursuant to plans approved by the department of buildings, it could subsequently lease portions of the building for a school, though the building was not fireproof.—City of New York vs. Realty Association, N. Y. Sup. 1909.

A board of education exists only under the statute, having only the power given by statute, and such as are necessary to execute such express powers, and cannot lease a school lot for production of oil and gas.—Herald vs. Board of Education, W. Va. 1909.

A school district voted to award a contract for a schoolhouse to a contractor who, with others, had submitted bids in response to its advertisement, and the architect prepared a rough

draft of the building contract and submitted it to the contractor, who then stated that he desired to submit it to his attorney before signing it. The attorney for the school board thereafter drafted a new contract containing matters not included in the specifications upon which the bid was made, and after various negotiations, the parties being unable to agree, the district let the contract to another bidder. *Held*, in an action by the contractor to recover the money required to be deposited at the time of making bid, that no contract had been entered into and that he was entitled to the money.—Smith vs. Independent School Dist. No. 12, St. Louis County, Minn. 1909.

#### Non-Residents and Tuition.

That defendant had demanded from school directors of two towns the privilege of sending his children to school in one of them, in which he did not reside, did not entitle him to that privilege.—Town School Dist. of Barton vs. La Clair, Vt. 1909.

Under the school law of Illinois (Art. 5, p. 35), providing for the transfer of pupils from the common schools of one district to those of another, whether in the same or another township, the directors of a district maintaining no high school were entitled to authorize certain of its pupils to attend high school in another district at the expense of the district where they resided.—People vs. Moore, Ill. 1909.

In an action to recover money alleged to have been paid without authority of law for tuition of high school pupils residing in another district, from which they had been transferred, the burden was on plaintiff to show that the law regulating the transfer of pupils had not been complied with.—People vs. Moore, Ill. 1909.

The Illinois act of May 25, 1907 (laws 1907, p. 523), to provide free high school privileges for graduates of the eighth grade, and requiring payment of the tuition from the funds of the district of the pupil's residence only in case the parents are unable to pay the tuition, is unconstitutional, as violating the state constitution (Art. 8, p. 1) requiring the establishment of a free school system for the benefit of all children in the state.—People vs. Moore, Ill. 1909.

Where the director of a school district in which defendant did not reside notified him that he should no longer send his children to school in that district without paying tuition, and plaintiff continued to send his children there, he thereby became liable for tuition.—Town School Dist. of Barton vs. La Clair, Vt. 1909.

#### Lands and Taxes.

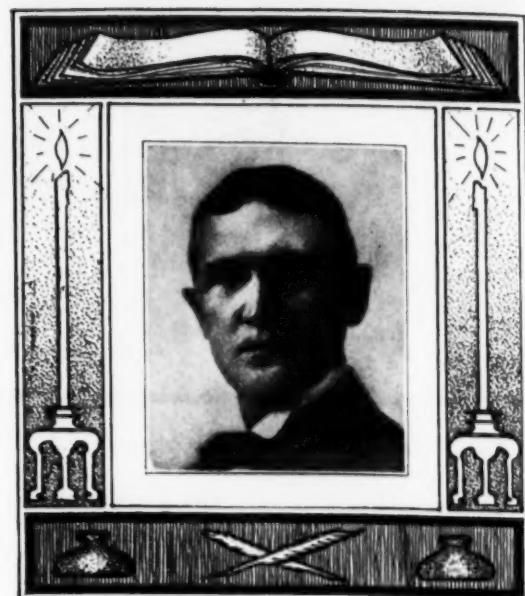
Land acquired by a college after the erection of its academic buildings, separated therefrom by a street, and used mainly for athletic purposes, is not land whereon buildings are situated necessary to the fair use and enjoyment thereof, so as to be entitled to exemption under the New Jersey tax act of 1903 (p. 3, pl. 4).—Trustees of Stevens Institute of Technology vs. Bowes, N. J. Sup. 1909.

Where school lands have been forfeited to the state for failure of the holder of the tax certificate to make payments due on the same, and thereafter were purchased by another in good faith on the strength of the forfeiture proceedings, the original holder of the certificate is not estopped from complaining of irregularities in the forfeiture proceedings.—Reitler vs. Harris, Kans. 1909.

#### Separate Schools.

While the constitution requires the general assembly to maintain separate schools for white and colored children, it does not require a separate system of education for each.—Prowse vs. Board of Education for Christian County, Ky. 1909.

Act March 24, 1908 (Acts 1908, p. 133, c. 56,



MR. WILLIAM BISHOP OWEN  
President, Chicago Normal School.  
Mr. Owen succeeds Mrs. Ella Flagg Young, now Superintendent of the Chicago Public Schools.

Ky. St. 1909, p. 4426a), regulating schools and school districts, vests the power to establish school districts for white and colored children in the sound discretion of the county boards.—Prowse vs. Board of Education for Christian County, Ky. 1909.

The act of the Kentucky legislature of March 24, 1908 (Ky. St. 1908, p. 4426a), for the governing and regulation of the common schools of the state, and providing that within two years after its passage there should be established by the county board of education of each county one or more county high schools, provided there was not already existing in the county a high school, which in that event might be considered as meeting the purposes of the act, was not unconstitutional for failure to require a separate high school for whites and blacks, and that if a high school was established for whites there would be a discrimination against the blacks, since the act did not contemplate any such discrimination, but required an efficient system of separate schools for both races.—Prowse vs. Board of Education for Christian County, Ky. 1909.



#### Couldn't Distinguish.

Young Wife: My husband understands nothing about cooking. Every time I learn a new dish at cooking school and make it for him, he takes it to be something else.

# THE WORK OF THE SCHOOL NURSE

By MRS. EDITH M. HICKEY, R. N., School Nurse, Seattle, Wash.

In order to get an intelligent idea of any work or institution it is well to know something of its history. School nursing is the right arm of medical inspection, and, in order to understand the work of the school nurse, I must tell you something of medical inspection.

Medical inspection of schools is comparatively new in the United States, having been first adopted in New York City in 1896. There are several countries in Europe which have had well organized systems of medical inspection for many years. Some of the South American countries have adopted medical inspection in public schools, and our doughty, quick witted little neighbor, Japan, bids fair to outshine us in this respect if we do not see our opportunity very quickly and make our plans accordingly.

#### Origin of the Idea.

Medical inspection in New York was merely a perfunctory matter until 1902, when Dr. Lederle, then commissioner of health, felt that the time had come when something definite should be accomplished, and instructed his inspectors to be very thorough and careful in their work.

The results were astounding—1,886 children were excluded the first day of school for pediculi, and minor contagious skin diseases, such as ringworm, scabies—commonly called itch; favus and impetigo. The month of September found 10,567 excluded from the schools.

This wholesale exclusion soon became alarming. Schools were depleted and the most of the ejected children were running the streets without proper treatment or hope of having any; valuable school time was being lost, and the children were doing as much harm out of school as they could possibly do within.

At this time Miss Wald, head worker of the Henry Street Settlement, proposed to the department of health that she send one of her visiting nurses into public school 145—which school is in the heart of the Ghetto, having a daily attendance of almost two thousand Russian Jewish children—to follow up these excluded cases. The plan met with favor, and Miss Linna Rogers took up the work. She treated those cases referred to her by the medical inspectors and visited the homes of the children who were sent home. At the end of a month her work was found so satisfactory that she was appointed chief school nurse, with twelve assistants. The work has grown in New York City until there are about one hundred fifty school nurses. Altogether there are two hundred fifty school nurses in the United States.

Wonderful results were obtained the first year in New York City. Whereas in 1902 10,567 children were excluded during the month of September, in the same month of 1903 only 1,001 children were excluded.

#### The Nurse's Duties.

In Seattle the work of the school nurse is just beginning on its third year. The department of health employs eleven medical inspectors and the school board three trained nurses, the two departments co-operating in this work. There are about 30,000 school children, including the high school, who are looked after by the medical inspectors; but the nurses attend only to the children in the grade schools, numbering about 28,000. Both physicians and nurses make routine inspections in the schools. By routine inspection I mean a thorough inspection of each child's hair, scalp, eyes, nose, throat and skin. No child is embarrassed by

this inspection, because his personal defects are never discussed publicly, nor is any child handled unnecessarily by the nurses or the physician. A wooden tongue depressor is always used if a thorough examination of the throat is found necessary, the same being destroyed immediately after use, so that no depressor is ever used on two children. I wish to make it perfectly clear that this inspection is done in a perfectly sanitary manner. If the nurse makes the routine inspection she does not diagnose cases; she merely leaves a list for the doctor, and he, at his next visit, inspects the defective children and sends cards to the parents advising them of physical defects or diseases. The nurse, however, attends to all cases of pediculosis and skin diseases.

After the advisory cards have been sent the nurse follows up the work by going to the home and talking with the parents. She explains why the boy's weak eyes should not be neglected; why adenoids should be removed; what the effects upon the child's present health and school life and his future value as a citizen will be if these hampering defects are not removed. How many times we have found that the royal road to the reform schools and correction institutions has been through such physical defects as adenoids, enlarged tonsils, defective eyes or hearing! We do not believe it necessary to be alarmists on the subjects of adenoids. At the same time, it is well that parents and educators know the earmarks of this defect, and remember that too often it results in deafness, predisposition to tuberculosis, through lack of sufficient oxygen received; slowness of mind, weakness of body and all the train of evils which too often follow in their wake.

It is not unusual for a teacher or a mother to declare that a certain child is naturally stupid, and that he simply cannot learn anything. Then the nurse will discover that the eyesight is so poor he cannot study, or his hearing is so defective that he has long since lost interest in class work. He is probably busying himself with mischief that will soon put him in the parental school, along with many another whose only excuse for being there is an uncorrected physical defect which prevented proper interest in school work and caused an active mind to find other than proper channels for expending such activity.

With cases of pediculi and minor skin diseases, such as scabies, ringworm and impetigo, the nurse goes to the home at once. She tells the mother how to treat the child so that it may remain in school and at the same time be under treatment and getting well without exposing other children to contagion.

#### Contagious Diseases.

The primary object of medical inspection of schools is, of course, to eradicate contagious diseases. The time was when it was considered as necessary for a child to have measles, whooping cough and scarlet fever as to learn his letters. But we now know that these diseases should be avoided, and, to that end, we watch the schools. With the physician visiting once a week, and the nurse once a month, and with both on emergency call at all times, we have succeeded in keeping epidemics of contagion out of the Seattle schools. The nurse carries culture tubes with her. Should the child give evidences of sore throat or should patches appear on the tonsils a culture is taken out and turned into the health department. The child is excluded until the reports declare either

positive return, which means quarantine for the family, or a negative result, which returns the child to school. If quarantine is necessary the schoolroom is fumigated and all danger of epidemic prevented. Our school nurses found about twelve cases of diphtheria in the schools last year and many cases of scarlet fever. Many children have such slight attacks of scarlet fever that they give no evidence of illness except a slight feeling of lassitude and headache, not showing the usual rash and having no sore throat. No one knows that they have had scarlet fever until the nurse or the doctor finds them peeling at school. This, of course, is the contagious period, and the child is excluded and quarantined and the schoolroom fumigated.

We were led to believe at one time that measles is a very harmless children's disease. On the contrary, scientists tell us that the greater percentage of pulmonary tuberculosis cases originate with the measles. The disease is often accompanied by bronchial complications which leave the lungs weak and susceptible to infection. By keeping measles out of the school we reduce the percentage of tuberculosis in the rising generations. Whooping cough is not a dread disease for the school child, but it is for the baby in arms. Thus, if we would protect our boys and girls of tomorrow, we must plan for the health of our babies and keep contagious diseases out of the schools.

#### The School Nurse and the Home.

The real value of the nurse in medical inspection is her opportunity to get close to the children by talking to them on personal hygiene and by going to the homes and visiting the parents. She is the link between the home and the teacher; between the home and the medical inspector.

In talking with the children we discuss such subjects as bathing, care of the teeth, proper sleeping, ventilation, proper food and drink, and we find that many children are putting these lessons into practice. Our appeals to the children to save their pennies rather than spending them for cheap candies, which ruin the teeth, and eventually the stomach, have met with ready responses. Many children have given up coffee and are drinking milk because the nurse has told them that coffee was not good for small bodies and minds. Especially are our talks upon cleanliness bearing good fruit.

How often a nurse finds when she visits a home a tired mother who needs encouragement or a tactful lesson on sanitation, upon the feeding and clothing of the children! Sometimes she locates the source of neighborhood infection and reports to the health department such conditions. Again, she finds that the family is willing to have defects removed, such as adenoids and enlarged tonsils, or weak eyes attended to, but there are no means with which to do this. Then the nurse finds a way to have it done. In short, I can sum up the home visiting of the nurse in no better way than to quote from Dr. Pleasants of Baltimore, who says: "I go so far as to say that the success of the work lies more with the nurse than with the physicians. If it is necessary to abandon either, I should say, retain the nurse. It is she who gets into the good work in the homes of the children and it is she who is able to bring about permanent improvement in matters of personal and home hygiene, diet and cleanliness, in a way that all the generalizations of the physician fail to accomplish."

*(Concluded on Page 18)*



Toledo, Ohio. The school board has elected William B. Guitteau as superintendent of schools to succeed the late C. L. Van Cleve. Mr. Guitteau is a native of Toledo and for four years has been principal of the high school.

A successful convention of the Massachusetts Superintendents' Association was held in Worcester October 15. Resolutions were adopted urging members to interest themselves constructively in school legislation. Marking systems, school legislation and the duties of superintendents as limited by statutes were the chief topics discussed.

A trade school will shortly be established at New Britain, Conn., under the auspices of the Connecticut state board of education.

Seattle, Wash. The salary of Supt. Frank B. Cooper has been increased by the school board to \$6,500 during the current year. In 1910 it will be \$7,000 and in 1911 the maximum of \$7,500 will be reached.

Minneapolis, Minn. The school board has ordered the flags on the public schools when the mayor of the city gives a general order for raising the flags on municipal buildings. In the past the schools have been irregular about raising and lowering flags.

Steubenville, Ohio. A rule has been promulgated by the school board forbidding gossiping and tale-bearing on the part of teachers under penalty of dismissal.

Butte, Mont. The high school teachers have petitioned the school board for an increase in salary.

Syracuse, N. Y. Four night schools and one night high school have been opened. Mechanical drawing, bookkeeping, penmanship, manual training, stenography, mathematics and a civil service course are the subjects taught in the high school. The Italian night school has 116 pupils registered.

Supt. Maxwell of New York City has reported that the number of children in part-time classes has been reduced by 22,256. The chief cause of the continuance of part-time is the fact that the necessary funds have not been available for the erection of needed buildings.

The death of Nathan L. Bishop, aged 68, superintendent of schools in Norwich, Conn., for forty years, occurred October 11 after a week's illness with pneumonia. He was president of the Connecticut Teachers' Annuity Guild, chairman of the Connecticut library committee and a past officer in a number of the state educational organizations. He was also superintendent of schools in Waterford.

The city of Boston has taken over altogether the open air school for consumptives established last spring. The teacher is paid by the school committee and the remaining expenses are met by the consumptives' hospital, a municipal institution. Twenty-six children, varying in age from eight to sixteen years, and carrying third grade to high school studies, are enrolled.

Supt. C. H. Woolsey of Middletown, Conn., has resigned to become director of the Connecticut School of Trades.

Supt. E. A. Hotchkiss of Ashtabula, Ohio, has estimated that 10 per cent of the pupils who enter the first grade in the local schools are graduated from the high school. Twenty per cent of the children are retarded. Investigation showed that irregular attendance is the chief cause of failure.

Bath, Me. The Morse high school has 40 per cent more pupils to the single teacher than any first class high school in the state.

Lewiston, Me. The school board has selected Mr. D. J. Callahan as superintendent of schools.

Carthage, Mo. Of 350 students enrolled in the high school, 161 have become members of the classes in German.

The Bennett system of semi-slat penmanship has been adopted at Beaver, Pa.

Clinton, Mo. The board of education has ordered all drinking utensils from the schools. Pupils must provide themselves with individual drinking cups.

Cambridge, Mass. The instructor in music has been ordered by the school committee to confine himself to school singing and not to coach boys for choir work. There was complaint that the teacher used his position to induce boys to join choirs in churches other than their own.

Lowell, Mass. A four bank ribbon loom, a Jacquard loom for brocade work, an automatic hosiery machine, a ribbed underwear machine, a steam turbine with electrical generator, a three burner gas singeing machine for worsted and cotton goods, additional dye baths of special design and special apparatus for work in the examination and analysis of color problems have been added to the equipment of the Lowell textile school. This will increase materially the efficiency of the school and the course of study. A resident instructor in English and commercial languages has been added to the faculty.

The board of education of Fitchburg, Mass., has for several years past encouraged an excellent plan for bringing the high school into closer touch with parents and pupils. Annually, soon after the fall term has commenced, the teachers of the high school tender a reception to parents of the freshman class. The reception is entirely informal and consists of an inspection of the building by fathers and mothers, with their sons and daughters as escorts. All departments are visited, with the teachers of each study in their respective rooms welcoming parents, explaining the various studies of the high school curriculum and answering questions. The reception creates a bond of sympathy between parents and teachers, which means much in solidifying confidence in teachers and the work of the school.

Lowell, Mass. Under a new rule adopted by the school committee the principals of the grammar schools are required to hold a monthly conference with the superintendent. No set program is prepared, and questions of current interest and policy are discussed.

Oklahoma City. The night classes have opened with an enrollment double that of the previous year. Commercial branches, English for foreigners, German and manual training are the branches taught.

Racine, Wis. The board has determined to charge a tuition fee of \$2 for the night schools.

Binghamton, N. Y. The school board has fixed the pay of night school instructors at 75 cents per hour.

Philadelphia, Pa. The board of education is wrestling with the problem of special schools. Supt. Brumbaugh has appointed a committee to make examination of all defective children and dispose of their cases in a way which will either restore them to normal or so situate them that they will be able to make the best of their powers.

There are at present 462 children in the special schools whose deficiencies are attributed to merely physical ailments. These include truants and incorrigibles. There are 442 mentally deficient children under the care of the teachers of special schools. These are to be graded ac-

cording to the development of their ailment. Where the cure for a backward brain cannot be accomplished by simple training, the child, with the consent of the parents, will be placed in a school especially dealing with mental troubles.

Supt. Brumbaugh has advanced the idea of establishing in some suburban district a home and training school for mentally deficient children. It is believed much better to have these children in the same building with other normal children, but in a separate room and under special tutelage. Much of the odium of special training is obviated and the peace of mind of the supersensitive is maintained. The psychological clinic of the University of Pennsylvania has offered its services and will conduct private examinations without expense to the family of the child.

#### TEACHERS' SALARIES.

The public school teachers of Baltimore, Md., have requested the school board to abolish the promotional examinations as a basis for increased salary. They hold that experience should primarily be considered the true test for value of service. The stand which they take has called forth a rebuke from the editor of the Daily Star. He writes:

An instructor of youth should be not only teacher, but student. He or she cannot rest upon the laurels won in college or normal school, but must constantly keep up with the progress always being made in the branches which it is his or her province to teach. Only by rigid examination can it be determined whether this requirement is being observed. The instructor who is constantly going forward, constantly improving his or her efficiency for teaching, is the one who should be rewarded with increasing remuneration. Those who cannot go forward not only cannot command additional remuneration, but should be compelled to make way for others who, having that ability and application, can measure up to the only true test of a teacher—efficiency.

New Haven, Conn. The school board has revised the salary schedule, providing thereby an increase in the earnings of practically all the teachers in its employ. Following is a brief outline of the new scheme:

Grade teachers, minimum, \$450; maximum, kindergarten, grades 1 to 6, assistant in grade 8, \$750; grades 7 and 8, unclassified rooms, \$850; ungraded rooms, \$1,000; ungraded rooms, principals, less than 12 rooms, grade maximum and \$10 for each room; principals of twelve rooms, \$1,000 and permanent assistant; buildings, more than twelve rooms, \$1,000 and \$10 for each room over twelve, with a permanent assistant.

High schools, men, minimum, \$1,000; maximum, \$2,000; women, \$750 to \$1,500; men engaged at manual training, \$800 to \$1,600; women teachers of manual training or domestic science, \$600 to \$1,200.

The new schedule has been sought by the local teachers' league for months. It will go into effect in the fall of next year.

Chicago, Ill. The school board has increased the maximum salaries of principals in the elementary schools from \$3,000 to \$3,500 per year. In its complete form the new schedule provides that principals of the second class receive \$1,800 for the first year of service. For eight years increases of \$100 are made up to \$2,600. Principals who are advanced to the first class receive \$2,700 with annual increases of \$100 for three years. Thereafter the annual increase is \$50 for ten years.

The new schedule will go into effect January 1, 1910, and, according to an estimate of the finance committee, will add about \$24,000 a year to the board's pay roll.

Training teachers in the practice schools were given increases amounting to \$200 in excess of the regular grade teachers.

Dayton, Ohio. Salaries of assistant male janitors have been increased from \$40 to \$45 per month.



# Subject Matter of Manual Training



By FRANK HENRY SELDEN, State Normal School, Valley City, N. D.

(Second Article)

To know that manual training is a science is but the beginning of the work necessary to its establishing as a part of our school work. Those who are familiar with the history of the introduction and development of mathematics, physics and chemistry as parts of our school course have a basis for comparison in anticipating the nature of the task before those working for a rational course in manual training, or mechanical science. The latter term seems to indicate very clearly the nature of this division of educational work, and I think we may use it until a better name is found.

#### Apparatus and Principles.

The first and obvious conclusion after we learn that it is a science is that this material is in the realm of law or principle rather than in physical form. Although, like physics, mechanical science requires for its convenient study a quantity of apparatus, yet, like physics, this apparatus is not the science, but the means of demonstrating it. The bench, the lathe, the chisel, plane and saw are not implements to be manipulated for the purpose of the manipulation, but pieces of apparatus to be used in certain definite ways, so that a law or principle may be learned or demonstrated. The work of the shop is not to learn a series of physical movements, but to make use of certain carefully selected movements in order to learn fundamental principles that may be used in the determining of a variety of movements.

The inclined plane and balls in the physics laboratory are not for the purpose of giving skill in rolling balls, but to afford an opportunity to roll balls in such a way as to demonstrate the laws of falling bodies. One who has no knowledge of the physical sciences might roll balls all his days, even until he became more skilled in handling them than the student or teacher of physics; and yet never even so much as surmise that there are any laws of falling bodies. In like manner the imitative mechanic may use the tools of the trades all his life and never discover that there are any scientific principles in or back of these movements of tools. In fact, a careful scrutiny of men at work will reveal that herein lies a great deal of the difference between workmen, one working blindly to "get the knack," to practice until he "catches on," to "keep trying until he gets it," to "develop skill" and the other working thoughtfully, making use of such principles as he has been able to discover. It is the principles worked out by the individual workmen and gathered into a course that give a basis for our manual training or mechanical science work, just as the gathering together of the laws worked out by various students of natural philosophy has given us the science of physics.

#### The Selection of Materials.

The gathering together of this more or less crude material is but the start in getting the subject matter for a school course in mechanical science. To yield a proper return for time and effort and the large expense usually incident to the teaching of shop work the material must be thoroughly sifted, classified and worked over to yield the largest possible value for the outlay. This process of elimination and refining has no limit so long as the race pro-

gresses, and therefore our subject matter can not become a fixed quantity. All we can do is to be certain that we have the best obtainable at the present time.

This naturally leads us to surmise that certain lines of mechanical work will yield better material than others, because some lines have received a larger amount of intellectual effort. I think observation bears out this suspicion, and that a thorough study of modern industries will convince us that some occupations are much farther advanced than others; that some are well established on scientific principles, while others are yet in the stage of craftsmanship. Therefore we must find our subject matter in those industries that are highly developed, or, in other words, those industries that have a basis in scientific tool usage rather than in imitative processes or craftsmanship.

#### Eliminating the Unscientific.

But this is not all. In the present state of development no industry is entirely scientific, nor is any modern industry entirely lacking in scientific principles. It is therefore a most difficult task and a matter of the most serious importance, after we have determined what lines of work to make use of in our schools, to select from each line or trade that which is scientific and eliminate that which is not.

To introduce woodwork or any other of the highly developed occupations may mean the study of scientific principles of large application and great value; or it may mean simply the making of a few articles and the establishing of habits of work that will hinder rather than help, should the pupil attempt work in any industry.

Our subject matter cannot be selected by trades or groups, but must be determined by a

#### To Henry Sabin, on his Eightieth Birthday

‘TIS good to tread so long the Open Road  
Then halt a moment at the Bend  
While comrades place anew of love a load  
To carry till the Road shall end.

Through fourscore years the Wheel of Fate has turned;  
Betimes the index seemed to rest  
Where Error, Toil, or Grief deep scars had burned;  
But you no doubt or fear oppressed.

You ever knew the Master could not err;  
Unflinching walked and knew no fear.  
Your vision clear no murky doubt could blur,  
For faith and hope were ever near.

On this, the anniversary of your birth,  
Your friends with joy recount the days  
In which to school and state you gave your worth  
And earned so well the meed of praise.

No greater good can come to man than this:  
That Age shall gently on him rest;  
And when Kind Nature gives the Parting Kiss  
Shall merit "He hath done his best."

May many milestones down the Open Way  
Await your passage, dearest friend;  
May Comfort, Love and Peace attend this day  
And constant bide until the end.

—O. J. Laylander.

Chicago, Ill., Oct. 23, 1909.

rigid test to exclude that which is not scientific. Even after we have found that part which is scientific we have not done all possible, for even then there is opportunity for choice. Some of the principles may be of larger value than others, and if we will do that which is best we must make use of those things of largest value.

#### Universality of Principles.

In our study to determine those principles of largest value we discover that many of the principles are not confirmed in their application to any one trade or occupation, but that they are of such broad application that when learned in one material they are easily applied to other materials, even without any study in school of the other material. We find that although the tools and appliances used in the various industries differ widely, yet the principles governing their use are all but universal.

This relieves our school shops of all necessity of specialization or the use of detailed subject matter of special trades until these general principles have been learned. Such a division of the work is not only unnecessary, but is actually injurious to both the course and the pupil, for it tends to place in the course details not worth the time to learn and also to rob the pupil by crowding out the study of general principles which have a value as a part of a liberal education.

Therefore our subject matter for manual training is that part of the knowledge of working solid materials that is based upon scientific principles of the largest value, and the work of our school shops is the doing of such things as will best demonstrate and teach those principles.

#### TEACHING ENGLISH.

It may require many years of study and experiment to realize a higher standard in the teaching of English. But the improvement will come, just as it has in other crises in educational affairs. Already a number of deductions have been announced by those who have studied the situation. These conclusions have the indorsement of the best English teachers in our schools today. Briefly stated, the more important of them are as follows:

1. That in the advanced grades too much literature is being read at the expense of more effective drill in grammar, composition and spelling.
2. That the correction of careless expression is not the responsibility of the teacher of English alone, but of the teachers in every other subject.
3. That practice in composition is too closely correlated with the study and reading of literature.
4. "That the teaching of literature as literature is not to teach it as an adjunct to some other discipline; it is not to teach it as reading lessons, or spelling lessons, nor as grammar."
5. That lists of reading for all grades must be chosen upon the principle of fitness.
6. That there must be intimate acquaintance with child's nature and needs.
7. That better trained, better equipped instructors are needed, if the teaching of literature is to be made effective.—Homer K. Underwood, Fall River, Mass.

# Among Boards of Education

Syracuse, N. Y. The board of education adopted the report of the manual training committee, which recommended that the city take over as an industrial school the trades school. It will be necessary to spend \$25,000 or \$30,000 for machinery and improvements.

Des Moines, Ia. While formerly the board of education demanded under the penalty of a salary cut that teachers attend the meetings of the Iowa State Teachers' Association, a new ruling grants all teachers a two days' vacation with full pay, and merely requests that they attend the convention.

Pittsburg, Pa. A course of lectures on practical subjects has been arranged by the industrial committee of the central board of education. Illustrated talks on such topics as mining, steel manufacturing, oil drilling and other topics of interest will be given.

Kansas City, Kans. The board of education, in accordance with the new state law, is providing every school building in the city with two fire escapes.

Brighton, Mass. Evening classes were opened in two schools with weekly sessions from Monday to Friday, inclusive. In connection with the regular subjects, courses in household economics, cooking, millinery, dressmaking, wood-working and civics for foreigners are being offered.

Niagara Falls, N. Y. A deposit of \$2 is required of all night school students as a guarantee of regular attendance and the return of text books. The deposit is returned at the end of the term.

Mr. John H. Klein, president of the Bellevue, Ky., board of education, died October 5, after a few weeks' illness.

Somerville, Mass. The school committee has voted to abandon all graduating exercises in the elementary schools. Students completing the courses will be handed diplomas in their classrooms. In the high school the commencement will be simplified to avoid extravagance in dress and display.

Souderton, Pa. The borough school board has begun a campaign against cheap moving picture and vaudeville shows which keep children out late at night. Parents have been urged to keep their children under closer watch.

Rome, N. Y. The free text book system has been inaugurated by the purchase of music and drawing books and supplies. The system will be expanded in proportion with the available funds.

Manchester, N. H. On the recommendation of the superintendent of schools the board of education has provided a teacher and text books for non-English speaking pupils. A classroom has been set aside in a centrally located school to which the foreigners attending the various schools have been transferred.

Youngstown, O. The report of school director Ashbaugh indicates that the cost of conducting the elementary school during 1908-09 amounted to \$21.82 per child. The lowest cost was found in congested buildings (\$17.75) and the highest (\$30.00) in sparsely settled outskirts.

Louisville, Ky. The following resolutions were unanimously adopted by the board of education: "Resolved, that it is the sense of this school board that the best interests of the public schools of Louisville demand that they be governed by a board of commissioners of five elected by the city at large, and that the coming leg-

islature be requested to change the charter so as to bring this about at the earliest opportunity."

Jackson, Miss. Bookkeeping has been added to the list of high school subjects. Ultimately other commercial branches are to be added, as also domestic science, chemistry and biology.

Santa Ana, Cal. Spanish has been added to the modern languages taught in the high school.

Oakland, Cal. Domestic science centers have been established in three public schools. Classes are conducted on Saturday morning. A supervisor and seventeen teachers conduct the classes. The course includes sewing, cooking and elementary manual training for girls.

Semi-slat writing has been introduced in the Philadelphia public schools to replace the vertical.

#### NEW RULES AND REGULATIONS.

Wheeling, W. Va. The board of education has adopted a rule which provides that substitute school teachers shall devote their entire time to their work, for which a monthly salary of \$25 is to be paid. If no substitute is needed, they assist other teachers in any way possible. Their hours and duties are similar to the teacher's hours and duties. Their salary continues whether the substitutes teach or not.

Joplin, Mo. Under a new rule recently adopted by the board of education married teachers may be employed only as substitutes, subject to the call of the superintendent of schools.

Springfield, Ill. The rules of the board have been so amended that business concerning the high school can be reported directly to the board for action. Previously resolutions were referred to several committees, causing delays.

Cincinnati, Ohio. Supt. Dyer has interpreted the rule permitting corporal punishment in such a manner that children may be spanked by their teachers only with the permission of the principal and in the presence of an adult person. Special teachers of German, music, manual training, etc., may not use the rod under any circumstances.

Adrian, Mich. The school board has adopted the following rules concerning fraternities and sororities in the high school:

Any high school student who shall become a member of any Greek letter society, sorority, secret club or any other secret society run in connection with said high school, or who shall now be a member thereof, or of any of them, and shall continue to meet with, aid or in any other manner affiliate with, shall be deprived of the following privileges:

(a) No offending student shall be a member or officer of any literary, athletic or other society in said high school, or which shall bear the high school name, and shall not be permitted to participate in any of the sports, contests or exercises of such societies.

(b) No offending student shall be permitted to be a member of his class organization, nor shall he be permitted to be an officer of his class organization, nor shall he meet with or take part in any of the class meetings or exercises of said class organization.

(c) No offending student shall be permitted to graduate with his class, nor permitted to participate in the class day or graduating exercises, nor shall he receive any diploma or other evidence of the amount of work completed by him.

(d) No offending student shall be permitted to be a member of the editorial or business staff of the annual high school publication, nor shall the name of any such offending student or secret society appear therein.

#### COUNTY GRADUATING EXERCISES.

Perhaps no other school function creates so much interest and comment as the graduating exercises from the country schools. To see two or three hundred children marching down the street of one of our cities accompanied by their teachers, and to be informed that these are the eighth grade graduates from the country schools, is to bring to one's mind in a very pointed way the fine work that is being done in many of the counties of our state. These graduating exercises are sometimes held in the townships and sometimes at the county seat. Many county superintendents think it best to hold them in the townships each year, as that brings an educational function of importance close to the people. Others have the graduating exercises each year at the county seat, as they feel that in no other way can they impress business men and others with the work that is going on in the country schools. Other county superintendents alternate, having the graduating exercises one year in the townships and the other in the county seat, thus securing a combination of the two ends. In some other counties no graduating exercises are held. It is to be hoped that within the next ten years the fourth class will disappear.—State Supt. F. G. Blair, Illinois.

#### "CHICAGO" TO BE A STUDY.

After January 1, 1910, the eighth grade pupils of every public school in the city of Chicago will spend five hours a week, an hour a day, studying the city, its history, its geography, its municipal government, its manufactures, its commercial activities, its educational and philanthropical institutions, its political and social influence in the nation. A so-called "Chicago Course" is to be introduced in the public school curriculum designed to familiarize school children with their city and its life. The course will replace algebra in the elementary schools. For a study in civic affairs the reports of the different branches of city government will be used. The pamphlets issued by the Chicago drainage board and material and collections of the Chicago Historical Society will be used as supplementary texts. The course as announced will include:

*History*—Explorations and settlements of the French in the old Northwest, George Rogers Clark's expedition, ordinance of 1787, creating the Northwest territory, Fort Dearborn and the war of 1812, Illinois as a state, its part in the Mexican and civil wars, the world's fair.

*Geography*—Advantages of Chicago's location, resources of Illinois and the northwest, waterways, railroad development.

*Industries*—The stockyards, rolling mills, agricultural implement manufacturing, machinery, electrical supplies, furniture, books, musical instruments, boots, shoes and clothing, industries in the neighborhood of each school.

*Social activities*—Educational institutions, philanthropic enterprises, social settlements, hospitals, churches.

*Municipal and civic affairs*—City government, the city hall, fire department, police department, health department, county government, state government, park systems, water supply, sewers, care of streets, transportation in the city, gas lighting, electric lighting, tunnels and subways, plans for the improvement of Chicago.

## THE TEACHER'S SALARY

By H. C. SAMPSON, Principal of the State Normal School, Cheney, Wash.

The salaries of teachers, though steadily increasing, are probably lower than the wages of any other trade or profession. This I found to be the case six years ago in data I gathered from all sources in the state of Washington. This condition is due, as I see, to four things: First, the teacher is paid from a public rather than from a private purse, and the law sets a limit on school indebtedness. Second, the work of the teacher is not concrete as is the work of the salesman, the physician, the lawyer and the carpenter. Third, the teacher can not form unions, strike and boycott as do labor organizations, because the teacher's work is essentially spiritual and such action on his part would destroy his efficiency in any community. Fourth, teaching is not a profession and can not have a code of ethics which indirectly determines the wages demanded, as is the case in law, medicine and kindred professions and trades.

Teaching will not be a profession, either, so long as four-fifths of the teachers are women, who, because they are women, with women's functions in life, cease to be teachers as soon as they marry. Do not misunderstand me, for I am not opposed to women as teachers. I would have all the work of the first four grades done by women teachers. I would have at least half of all work of the fifth to the twelfth grades done by women. But because the teaching occupation is made up of women almost entirely, the average life of a teacher in a state like my own is but three years. Consequently there can be no profession and no ethics of the profession as the lawyer or the physician would see it. The best goods usually cost the most money. The best service costs the most money. Because of the present low wages paid to teachers the best men and many of the best women are leaving the teaching vocation. Towns are paying their janitors twelve months per year more wages per month than they are paying their teachers for nine months in the year.

As I see it, there are three classes of teachers: (1) The earnest, well prepared, successful teachers, with a burden of soul for humanity, who, regardless of wages, will continue teaching because they believe they are called to the work and find more pleasure and happiness in teaching than in any other work; (2) a second class are the young men and women who, given encouragement and sufficient salary, would prepare themselves and develop into class 1, given above, and take the place of class 1 when its members, by age or death, must discontinue their teaching.

But present wages in business, other professions, trades, and even ordinary occupations entice young men and young women away from the teaching profession. As a result of these conditions, then, class 1 will gradually drop out of the work, class 2 will go into other trades and professions, and we will then have an economic problem solved in an economic way: namely, the survival of the most unfit, which is class 3, made up of unsuccessful, poorly prepared teachers who will multiply and become the only available teaching force unless wages sufficient shall be paid to enable men and women teachers to support themselves and their families in a fairly satisfactory way.

All nations, all people admit that the public school system is the fundamental thing in the institutional life of the United States today.

The school reaches all of the people; the church and other institutions reach only a part of the people. The school reaches all the people at their most plastic stage. The church and other institutions reach them more when they are mature and reach them more indirectly than does the school. The home ought to be the greatest institution for the making of citizenship in the country, but many parents are ignorant, some are immoral, some are indifferent and some are criminal; and many homes are broken up through divorce, separation or the death of one or both of the parents. The school, then, is the one vital factor, shall I say, to reach and mold the citizenship of the country.

And in that school what is the most important factor. All nations agree that in the school the teacher is the most important factor. We pay the highest price to get the best article of clothing, the best breed of stock, the best kind of fruit and the best kind of seed. More important than clothing and stock and fruit and seed is the child. More important than railroads and factories and skyscrapers and orchards and wheat lands are the boys and girls, our nation's most priceless heritage. Shall we go to the expense of plowing and harrowing and seeding and garnering the grain and sow but three-fourths the quantity of seed we ought to sow? Shall we build and equip and run school-

houses and school systems and then put into the salary of the teacher only three-fourths the money that we should pay?

This, to me, is one of the important problems for school directors to solve. That they are limited by the financial condition of their districts I well know. That they must not go farther than the educational sentiment of their districts will permit them I well understand; but that they will carry on a campaign of education among the citizens of their community, that they will urge personal expenditures, personal contributions if necessary—should the taxation limit be reached—and that they will themselves stand for the highest educational standards, a living wage, for the welfare of the boys and girls seems to me has no argument against it.

Statistics show that for every man, woman and child in the United States we are paying annually more than \$29 for liquors and tobacco. Statistics also show that for every man, woman and child in the United States we are paying annually \$2.50 for educational purposes. Can we not afford to reduce the annual expenditure per capita for liquor and tobacco to, say, \$25 per year and thus add to the school apportionment \$4 per year, thus making the expenditure per capita each year for educational purposes \$6.50, nearly three times what it is at present and one-fourth what would then be the expenditure for liquors and tobacco? With three times the present outlay for the schools what could we not do for the boys and girls of Washington? Are they worth the price?

## THE TENURE OF THE TEACHER'S POSITION

By Principal E. T. MATTHES, State Normal School, Bellingham, Wash.

Like many others, the question of tenure of positions of teachers is hedged about by law and custom. Custom seems largely to have settled the time, term and manner of the election of teachers, and legislatures in some states have put the practices of custom upon statute books. In Washington the new school code provides that a first class district may elect a superintendent for not more than three years; a second class district for not more than two years, and a third class district for not more than one year. It further provides that districts of the two lower classes may not elect teachers prior to April for the following year.

Attempts to legislate upon this question may safely be taken to indicate a state of discontent and unrest, but a few things are well settled. First, it is universally accepted that the teacher must be trained for his work. No law or custom can be expected to protect or save the incompetent teacher. Second, there are several things that teachers may rightfully expect from school officers. It is clearly the duty of every school board to provide a comfortable building and all necessary equipment, including the usual apparatus and supplies. It is further the duty of the school board to make a few consistent rules for the government of the school. These should include at least the question of hours for holding school, care of building, use of building for general purposes, hours for play, control of children on the way to and from school, and corporal punishment. Many teachers are voted failures because school boards have allowed them to bear responsibilities that should have been borne by the board itself.

Third, teachers should be protected from frequent changes in the personnel of the board through carelessness in attending school elections. Many unwise changes occur in school boards because good people fail to go to school elections. Teachers also need protection from

the unprofessional conduct of teachers who will circulate damaging rumors and who will underbid in salaries. School boards need the backbone to decline to consider applications from teachers who underbid their associates. Such unprofessional courtesy is seldom found in other professions.

Fourth, teachers should be favored with an early notice of dismissal if it is felt by the school board that a change is best. Teachers as a rule are poor, and their reputations as teachers are very often their only asset for earning a living, and a school board is doing little less than sending a teacher into bankruptcy when it delays a notice of dismissal until late in May or even June. At that time a large majority of the positions are filled for the coming year, and the dismissed teacher must often accept an inferior place or leave the profession entirely.

As a further guard against uncertainty of tenure we venture to suggest a change in the method of employment. In any city where twenty or more teachers are employed we recommend the division of teachers into classes for employment. By this we mean that teachers be employed for terms varying from one to five years. By proper adjustment under this plan only a part of any corps of teachers would be considered at any one time for re-election. In a corps of one hundred teachers probably not more than one-third of them would be up for re-election in any one year. It would tend to lessen the tension felt each spring and would relieve good, faithful teachers from the annual renewal of a contract. In this connection three things should always be borne in mind. First, a lack of success in one position does not necessarily prove that the teacher will be incompetent in another position. Second, a board of education should at all times reserve the

(Concluded on Page 19)

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## STATE TEACHERS' CONVENTIONS.

It has frequently been said that the state teachers' associations are the greatest extra-official organizations for unifying the public school system of the United States. Undoubtedly, this is true, and the effort, time and cost spent in preparing for and attending the annual conventions is more than doubly returned to the schools, as a system, and to the teachers and officials, as individuals.

As in any other human organization, the desire of association officers has been to see their respective bodies thrive, and in order to be most effective, to reach the greatest number of teachers. Laudable as this is, it has occasionally led unthoughtful men to resort to methods of promotion which might be termed compulsory.

Teachers who are urged by their superintendents and principals are frequently given to understand that their professional zeal is measured by their attendance or non-attendance. The fear of the displeasure of the superior causes many to go when they can ill afford to spend the money. The implied danger to a teacher's position may often be an incentive that is unfair to invoke.

A teacher who is receiving \$40 to \$50 per month, for seven to nine months in the year, cannot spend always \$20 to \$35 in attending a state teachers' convention. She may need every cent of it to carry her through the long summer vacation. She can hardly be expected to plead her poverty publicly and justify her apparent lack of interest in her work.

No superintendent has any right to use undue influence over his co-workers, whether he be anxious to make a record, to be awarded a prize, or merely to get as many to attend as possible. Even the good which undoubtedly accrues to the schools cannot be a motive for using such methods. The end never justifies the means.

Cities and counties which are situated so that teachers cannot go to a state meeting without an unreasonable expenditure should organize local associations.

It should become the especial endeavor of the superintendents to supply through county and sectional organizations the professional inspiration which the state association cannot here give. By more frequent meetings, judicious arrangement of programs, etc., the loss of the larger associations' influence can be neutralized.

## SCHOOL BOARD SQUABBLING.

Newspapers in a dozen important cities have recently reported disgraceful quarrels among the members of their respective school boards.

## School Board Journal

Political animosity, simple differences of opinion and personal jealousies have played no small part in the petty altercations that occurred.

The following rebuke administered by the Baltimore Sun applies almost universally:

"The community is surprised and mortified at the unseemly squabble which occurred in the school board Wednesday. The board is one of the most important administrative bodies in the city government. It ought also to be one of the most dignified. Its deliberations should be pervaded at all times by the spirit of courtesy and decorum. In their official intercourse with each other members should avoid personalities. The affairs of the public ought to be discussed calmly and deliberately, with the sole purpose of serving the people intelligently and efficiently. In the public schools of the city discipline is enforced to develop in pupils the faculty of self-control and the spirit of self-restraint. The relation of the school board to the educational system imposes upon every one of its members a peculiar obligation to set a good example of dignity and moderation to the children in the schools. There ought to be, therefore, an immediate reform—and an end of wrangling and "fighting" talk in board meetings. The members should cultivate the sentiment of peace, and the proceedings of the board should conform to the accepted standard of propriety and dignity. Propriety of speech and bearing, not pugnacity, is what the community has the right to expect and demand from responsible men who undertake to direct the public school system."

## QUALITIES REQUIRED IN A SUPERINTENDENT.

School board members who think that the work of a school superintendent is simple, will be benefited by reading the following extract from a letter received by Supt. Ella Flagg Young, of Chicago, on the occasion of her election:

"Wishing you all sorts of patience, philosophy, humor, indifference, good luck, steadfastness, health, persistence, clear-headedness, sympathy, diplomacy, persuasiveness, positiveness, gentleness, open-mindedness, force, enthusiasm, pointedness, clairvoyance, independence, friendliness and charm, which, most happily combined and intelligently used for public service, will be for you a wonderful equipment, I remain, yours, etc."

The paragraph quoted gives a list of qualifications that any superintendent should possess. Indeed, it may be doubted whether any other occupation or profession demands so many attributes of heart and mind.

The superintendent is always on the hub, as it were, of the school system. Everything revolves about him and unless he have a majority of the qualifications enumerated he will certainly fail. At all times, the school board, the teachers, the school patrons and the press look to him. He must at one time be judge and advocate, administrator and legislator, pedagogue and clerk. His is the work of shaping policies far in advance; of reconciling disgruntled teachers, and citizens, etc.

It would be interesting to see the average school board member who lightly criticizes the superintendent, exchange places with the latter. We wonder just how long he would retain the balance that is expected in a school executive.

## INTOLERANCE IN THE SCHOOLS.

No one will gainsay the statement that racial, political or religious bigotry has no place in the public schools. A teacher or superintendent is not to be preferred or condemned because he or she happens to be a Catholic or a Jew, a Democrat or a Republican, a German or a Norwegian. The teaching of religion and the interpretation of the Bible is prohibited from the schools, and a teacher has practically no opportunity of impressing his views upon the children before him. The same is true of political and racial proselytizing—if this be possible. As a matter of fact, any school official knows that prompt dismissal follows any attempt to inject religion or politics or any other partisan doctrine into the classroom.

If a teacher is well grounded in the fundamental branches of human knowledge and has the training and the aptitude for imparting instruction, what difference does it make what race or creed he belongs to? How can Protestantism or Socialism affect the teaching of reading or arithmetic or astronomy and calculus.

Undoubtedly, it may be unwise to place a Jewish teacher with strong racial characteristics in a school that is predominantly Irish. Still there can be no protest against her from a genuine American standpoint.

Persecution of teachers is an old device that we have not outgrown even in the days of our most modern civilization. It is barefaced intolerance that has no basis. It is mean and despicable and reflects upon our faith in our institutions.

## EXECUTIVE MEETINGS.

The school board of an important city in the middle west has decided to conduct no executive sessions except when matters of a personal nature reflecting upon employes or others are discussed. No final action in any matter is to be taken in secret meetings.

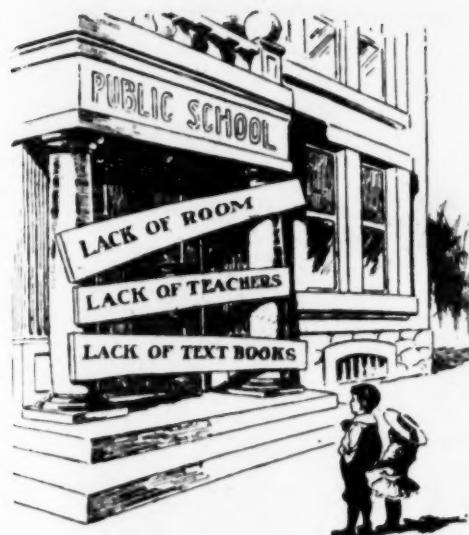
This is a sound policy which will meet the approval of citizens, press and professional workers. The public has a right to know what every public body does, and meetings should be open and above board. Privacy is not justifiable, except in cases as reserved by the western board above mentioned. Attempts to withhold information invariably cause distrust in the acts and motives of school board officials and are followed by public condemnation.

No school official need fear criticism of any act performed openly and in line with his duty toward the school system. As a rule, the press will not print anything to discredit an honest official. Unjust criticism, on the other hand, invariably brings its own punishment.

## THE EDUCATION OF NEGROES AND TAXATION.

Southern newspapers are devoting considerable space at present to a defense of the liberality displayed by the individual states in providing for the colored schools. The plea is that the amount received from taxes paid by negroes for school purposes is greatly exceeded by the amount returned to the race schools from the state treasuries. The controversy had its origin in a statement sent broadcast that the colored schools suffered because they did not receive a just share of the colored taxes.

It appears to us to be a fallacy to measure the amount to be spent for schools by the taxes paid by the people who use them. The South-



A common complaint in the large cities.

ern whites have since the war borne a heavy load in providing for their state and local governments. But they overlook the fact that the negro, though he may not pay a cent into the public treasury, is a taxpayer, nevertheless.

The colored farmer who works a patch of land is a taxpayer, even if the white owner of the plantation receives the tax bill. Every bag of meal and every jug of molasses and every bit of clothing which the negro buys contains in its purchase price, a small amount that will help the merchant meet his taxes. We are apt to forget that every man is a taxpayer indirectly, even though not directly.

It is not our purpose to criticize the South for the manner in which it has treated the negro. Its educators are grappling with the problems manfully and masterfully. They deserve our admiration and encouragement. We only wish to point out that the liberality of the states in giving the negroes schools should not be measured by colored tax returns.

The average citizen who is engaged in his own affairs and unacquainted with the schools and the teachers and the demands made upon them, and the needs of the time for thoroughly prepared and trained teachers, often is inclined to criticize boards of education who are in favor of spending more money for good teachers, sanitary school buildings and materials necessary to do effective work. It is my experience in school administration that any man elected as a member of a board of education only needs to become acquainted with the schools and their needs to become an ar-



The footballists' most dangerous opponent.

dent advocate of a liberal policy in dealing with the teachers and the schools.—A. B. Carnegie, Paducah, Ky.

An education is the safest investment; pays the highest interest; is most readily converted into cash; never depreciates in value; never suffers from taxation; is never in danger from thieves; never ends in lawsuit, and is a gain for all eternity.

Arthur D. Dean, chief of the Division of Trade Schools, New York state: "The subject of industrial education is broader than is often appreciated. It means more than merely the establishment of another type of school. It suggests a scheme of education which will make it worth while for all children to remain in school, and which will provide for the children of the masses and for the great manufacturing and constructive industries something equivalent to what the state is doing for the children of the well-to-do, and for the professional and managing activities of the country. The subject is well worthy of the thought and interest of every teacher who believes that a child must have his chance, a chance which is in work, becoming through it accustomed to discipline, to direction, and to industry."

The boy without a playground is father to the man without a job.

Tacoma, Wash. The school board has adopted several regulations for the guidance of teachers in the government of pupils. They read:

No pupil shall be permitted to leave school before it is closed for the purpose of receiving instruction elsewhere.



Illinois schools must give instruction in kindness to animals.

Any pupil absent or tardy for any cause shall, on his return, bring an excuse written by parent or guardian, stating the length of time absent and the reason for such absence or tardiness, such excuse to be presented not later than the second session after the absence or tardiness has occurred, etc.

Whenever special privileges are granted to the pupil in accordance with the rules and regulations of the board, it is with a definite understanding that such privileges are to continue only during such time as the pupil makes a satisfactory report in attendance, conduct and work.

Pupils shall not be permitted to make more than five half credits in one semester.

Pupils will not be recommended for college entrance in a given subject with a grade less than 80 per cent for a given term.

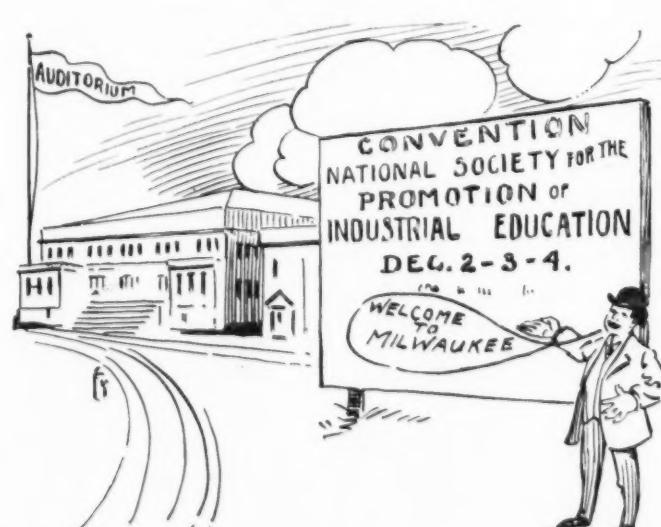
Chester, Pa. The school board has adopted a rule that students of the high school who fail in the examination for graduation be notified of their failure two weeks before commencement day. It is intended that unsuccessful students be warned against preparing for graduation.

Chicago, Ill. The chief of police has withdrawn police details from all public and parochial schools. The officer on the beat in which a school is located will be present four times a day when children are arriving at or leaving the building. In cases of emergency officers will respond to any demand by the school authorities for any service inside the grounds. About 360 officers have been withdrawn from schools.

Philadelphia, Pa. The salary of the secretary of the board has been increased from \$3,600 to \$4,000 per year.



Inaugural of Dr. Lowell as President of Harvard University.



Milwaukee prepares for the "N. S. P. I. E."

**WASHINGTON SCHOOL,**  
East Chicago, Ind.

The new Washington school recently completed at Indiana Harbor, a part of the city of East Chicago, was designed by Mr. J. T. Hutton of Hammond, Ind. His work was based on the general plans and specifications furnished by the board and superintendent, who had studied various plans and visited many modern buildings. The general contractor was Mr. Erick Lund of Hammond. The heating and ventilating plant, which is a steam blast system, with direct radiation in the north rooms and offices, controlled by the Johnson automatic temperature regulation, was installed by Lewis & Kitchen of Chicago.

The building is 157 feet 9 inches by 73 feet 4 inches, outside measurement. There are thirteen classrooms 25x32 feet each, seated with forty-two Andrews desks, two rows of which are adjustable. The wardrobes are placed in the rear of the room and contain spaces for the teachers' wraps, book shelves and drawers. Olmstead blackboards are provided on the front and right sides of each classroom. The light is admitted from the left side only, there being no windows in the ends of the building.

On the first floor are the offices and library room, while on the second is an assembly hall seating 500 people. Toilet rooms are provided on each floor. The floors in toilet rooms and at each entrance are terrazzo. The corridors are seventeen feet wide. Ceilings are 12 feet 6 inches. Floors are hard maple and the wood finish is the best quality of white oak. The building has three entrances, with stairways at each end leading to the first, second and basement floors.

The basement is finished and floored with hard pine, and, besides the heating plant, contains manual training, domestic science and play rooms, together with a gymnasium 41x83 feet, the ceiling of which is thirteen feet. The other ceilings of the basement are 11 feet 4 inches. The boiler and fuel rooms are partially outside the main building, the room above the boiler having reinforced concrete floor.

The building was erected at a cost of \$61,000.

**PRINCIPLES OF FEDERAL AID.**

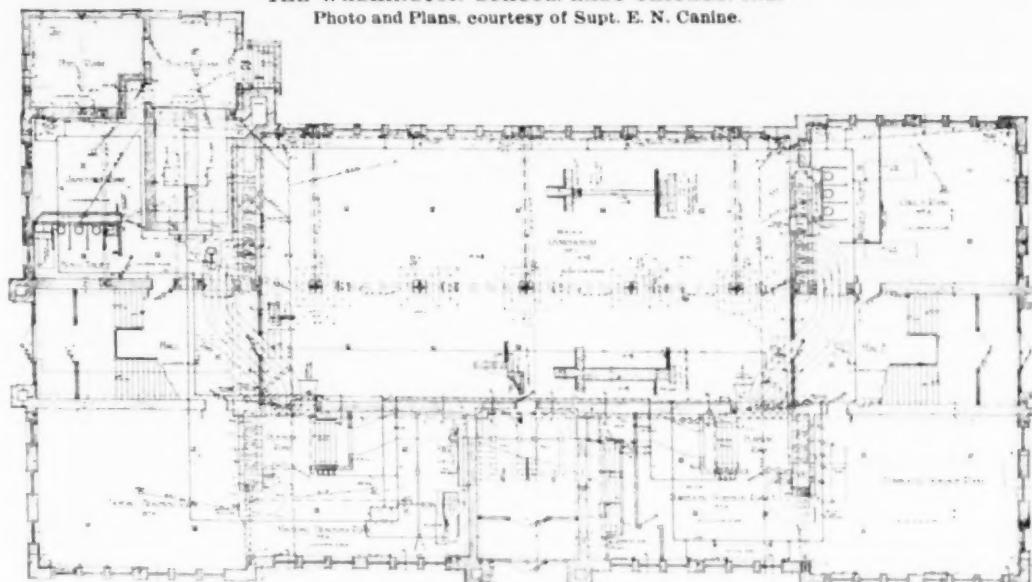
Commissioner of Education Elmer E. Brown has laid down three principles which should guide all proposed legislation for national aid or subsidy to state or local educational effort. In so doing he recognizes the supremacy of the states in providing and regulating schools and school systems. He urges:

1. That the federal government cannot properly undertake the subsidizing of any form of education which will be adequately cared for by the several states within a reasonable time without such federal aid.
2. That the federal government cannot properly aid in the support of any form of education which is not distinctly required for the maintenance of some national interest or interests.
3. That, in case federal aid is extended to any form of education in the states, it must be extended in such manner as will conserve and not impair the general system of educational administration in each of the states.

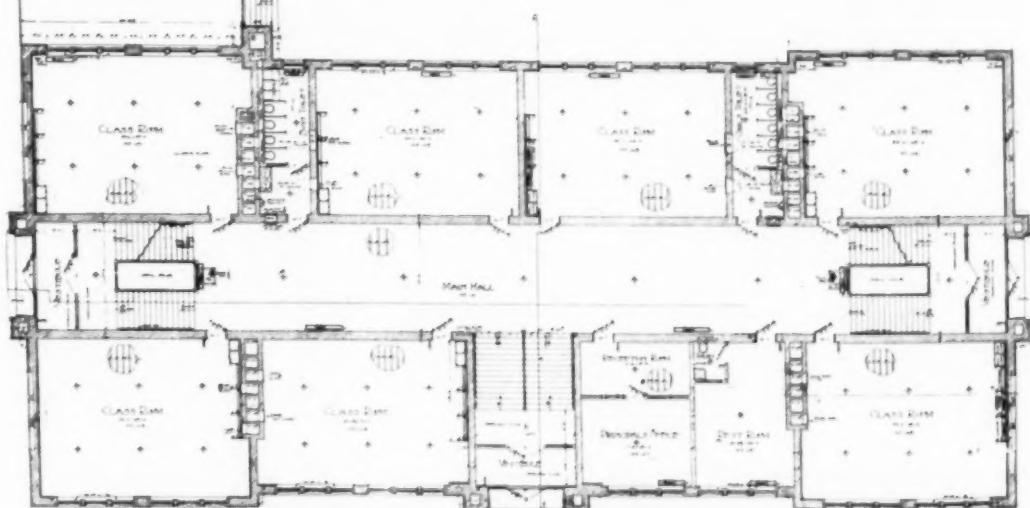
"These principles rest upon that fundamental requirement of our social order, in both state and nation," says Dr. Brown, "that all of its citizens shall have a fair chance to rise and to share in the enjoyment of life and the responsibilities of government in due proportion to their native endowments. Our governmental system seeks to equalize these educational opportunities throughout the land. They are not yet equalized. We hold that the defect of opportunity should in some way be made good, for the sake of the individual citizens concerned, but still more for the general welfare."



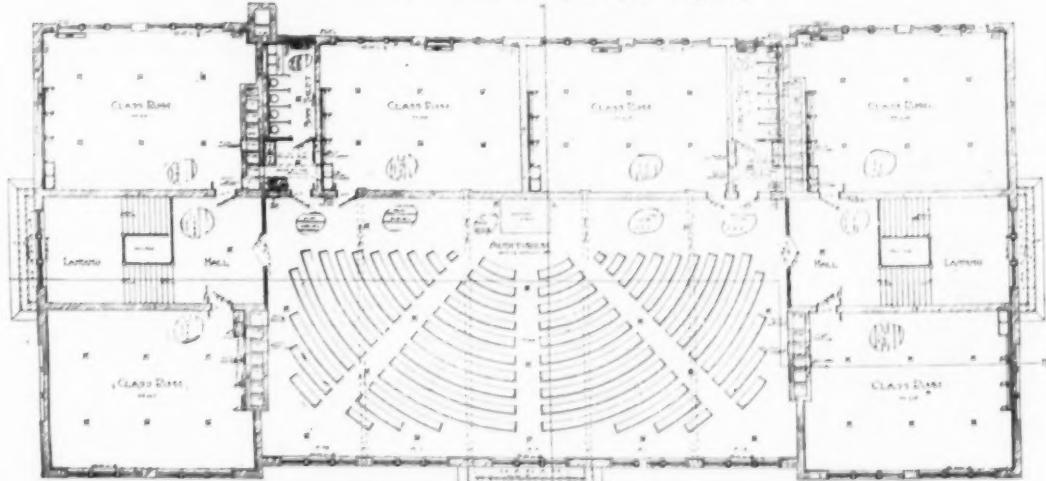
THE WASHINGTON SCHOOL, EAST CHICAGO, IND.  
Photo and Plans, courtesy of Supt. E. N. Canine.



BASEMENT PLAN, WASHINGTON SCHOOL.



FIRST FLOOR PLAN, WASHINGTON SCHOOL.



SECOND FLOOR PLAN, WASHINGTON SCHOOL.

**KENTUCKY CITY CHARTERS.**

The proposed school charters for cities of the second class in the state of Kentucky have been compiled by the state educational commission and will be submitted to the legislature. If enacted into law, the measure will ensure stable professional conduct of the schools and will eliminate much of the possibility for dishonesty in the business affairs. The charters, in substance, provide:

The supervision and government of common schools and common school property will be vested in a board of five members. These members, by a majority vote, will elect teachers and purchase supplies as did the old board.

The board will have the power, when not able to contract with the owner of real estate for the purchase of his property, to institute condemnation proceedings.

No man can be eligible to membership unless he has attained the age of 30 years and unless he be a housekeeper and the owner of real estate. No man may belong to the board who is directly or indirectly interested in any contract with the board, or who holds an office or receives a salary from any corporation or company that is benefited by the appropriations of the board, or whose father, son, brother, wife, daughter or sister is employed as teacher or in any other capacity by the board. If a member of the board should incur any of the disabilities mentioned, while he is a member, his seat will be declared vacant. No compensation will be paid, but the board members will be exempt from jury duty and from service as election officers.

The members will be elected for a period of four years and from the city at large instead of wards.

All elections of members will be by secret ballot, and the ballots used will be separate from those used for other officials. No party emblem will be used on the ballots.

If passed by the legislature, school board members will be elected on the first Tuesday of November under the new charter and assume office on January 1, 1911.

Any member who does not attend three consecutive meetings of the board without sufficient reasons will be deemed to have vacated his seat.

The superintendent will be chosen by the board for a period of one year, but if the superintendent has served for one year when chosen he is then elected for a period of four years.

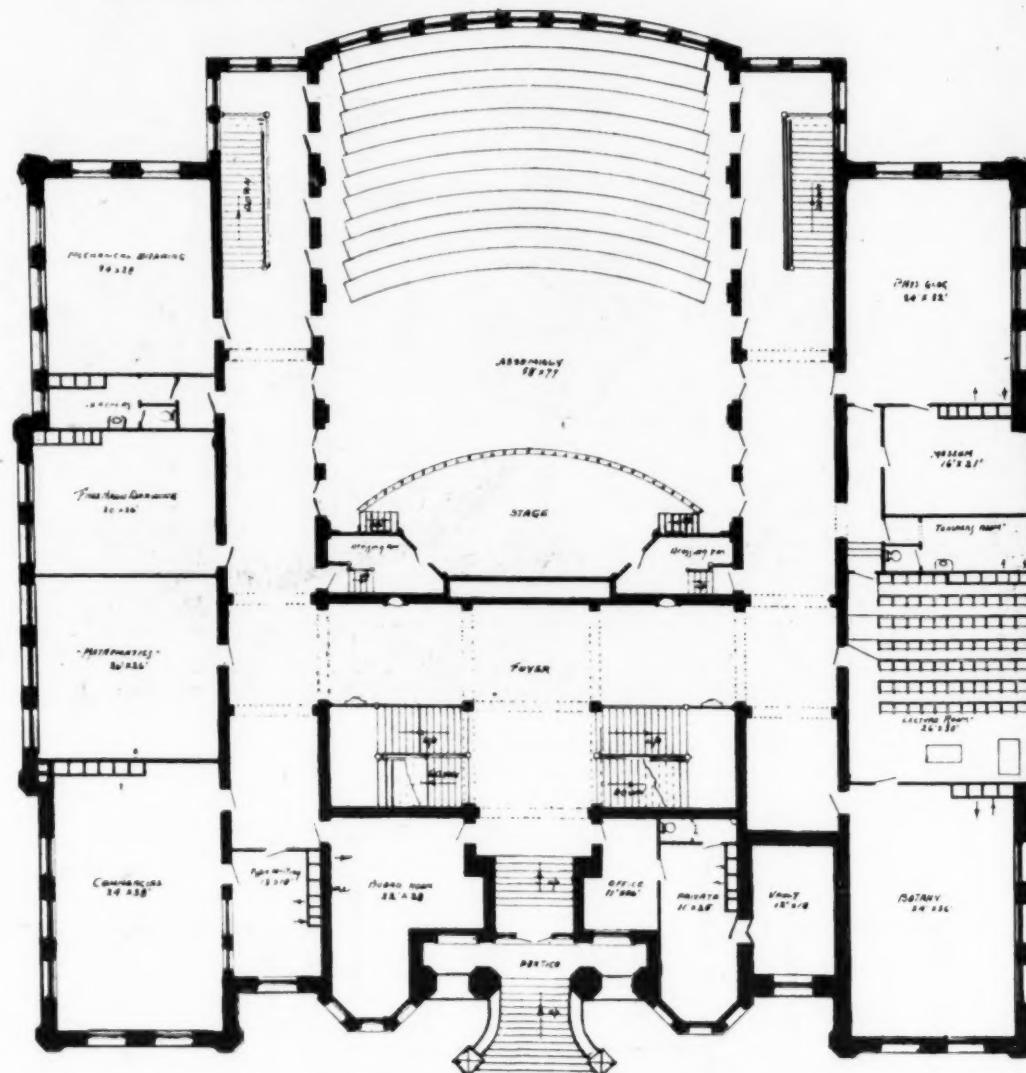
All appointments and promotions of teachers shall be made upon the base of merit, to be ascertained in the case of appointment by examination and in the case of promotion by the length and character of service. The executive officer of the board shall be the secretary or business director, who will appoint janitors, engineers and other employes and agents necessary for the proper performance of the duties of his office.

In the month of June of each year the board will advertise for bids from the banks and trust companies for the deposits of the board, and these deposits must be secured by United States, state or city bonds.

The city council must levy not less than 36 cents nor more than 50 cents on each \$100 for the maintenance of the schools. At the close of each fiscal school year the mayor of each city will appoint one or more expert accountants who shall examine the books of the board. Any member or employe who willfully violates any provision may be tried for a misdemeanor.

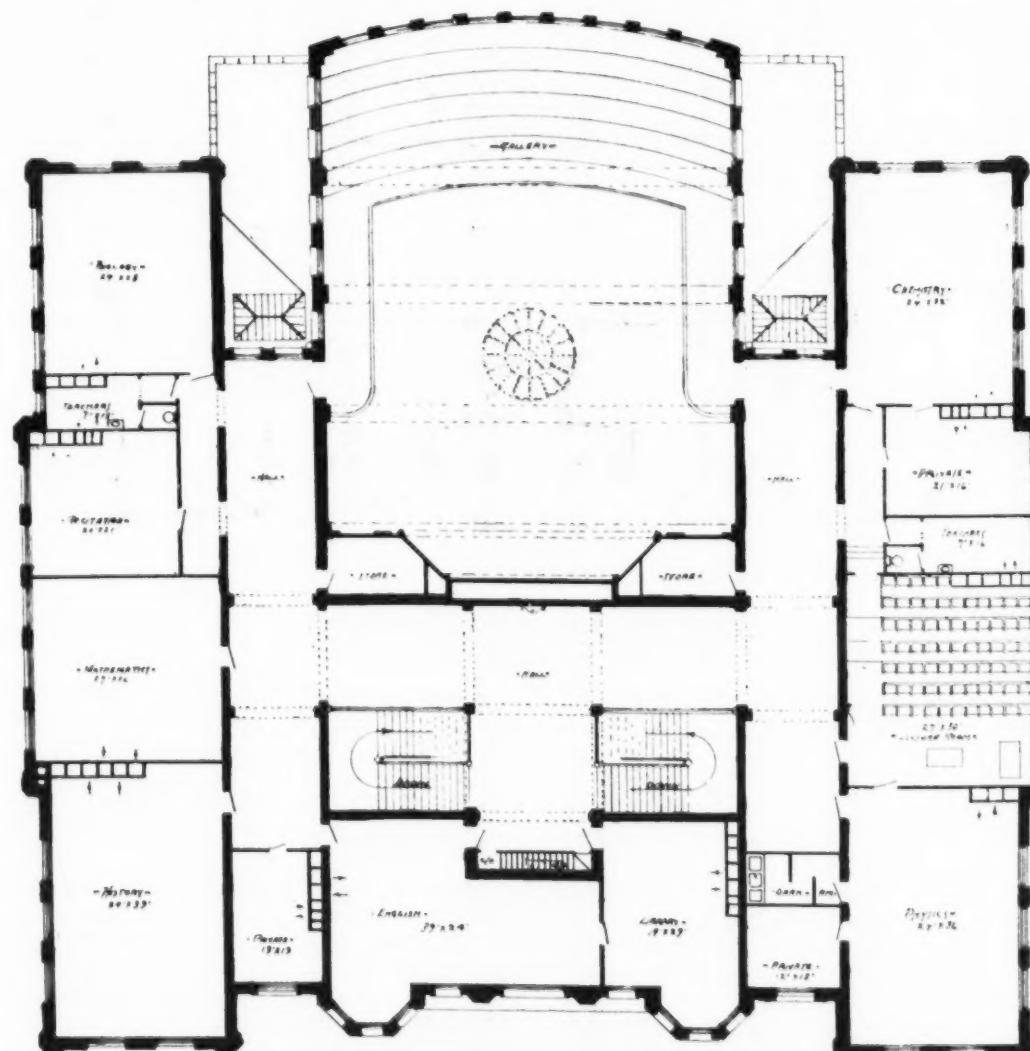
**Blackboards.**

The estimated weight of slate blackboards is six pounds to the square foot. Standard sizes are: Height, three feet; three feet, six inches; four feet. The average thickness is  $(\frac{3}{8})$  three-eighths inch.



FIRST FLOOR PLAN, EVERETT HIGH SCHOOL.

(See page 12)

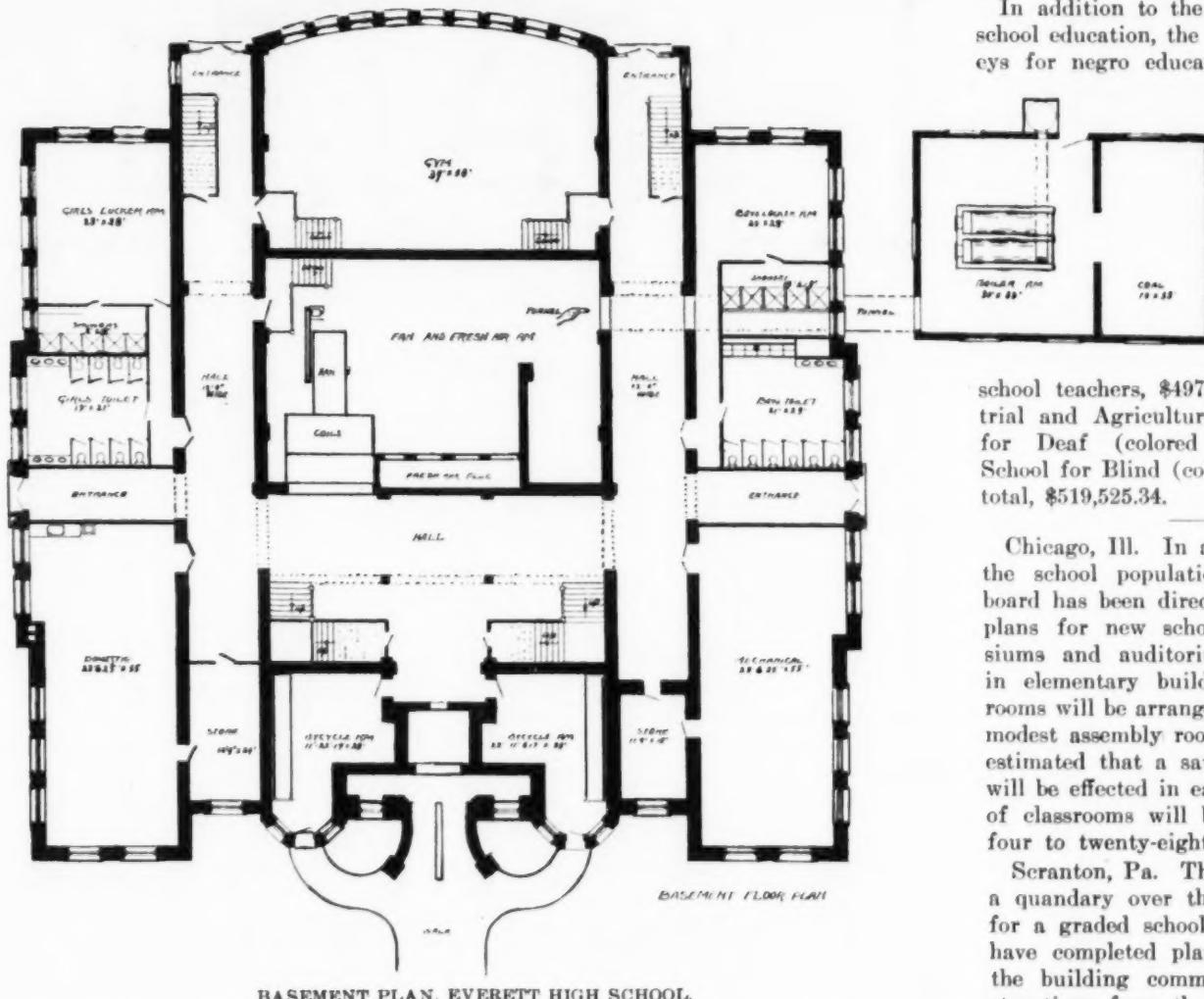


SECOND FLOOR PLAN, EVERETT HIGH SCHOOL.  
Newton C. Gauntt, Architect.

(See page 12)



NEW HIGH SCHOOL, EVERETT, WASHINGTON.  
Newton C. Gauntt, Architect.



BASEMENT PLAN, EVERETT HIGH SCHOOL.

#### NORTH YAKIMA HIGH SCHOOL.

The new high school at North Yakima, Wash., designed by Mr. Newton C. Gauntt, incorporates some novel and economical features. It is constructed of native blue lava stone and white pressed brick. The basement has been built high to afford good air space and light for gymnasium and domestic science and manual training departments. The boilers are in a separate, fireproof, lava stone building, connected with the fanroom by means of a short tunnel.

The assembly hall, on the first floor, is unique in that it is practically without aisles. Entrance and exit are gained by numerous doors set opposite the ends of the seat rows. The halls on either side are inclined to correspond

with the incline of the assembly hall floor. The halls take the place of aisles and make it possible for pupils to enter or leave without confusion or disturbance. The arrangement permits perfect discipline and removes all danger of panic and fire. The room will seat 1,081 persons.

The total floor surface of the building amounts to 60,000 square feet. Including plumbing, heating and ventilation, electric light and bell service, the cost amounts to \$120,000. Furniture, seating and equipment cost \$30,000 additional.

#### SCHOOL FINANCE.

In refuting the statement that the Southern states do not allow a fair portion of the school funds for negro education, School Com-

missioner Jere M. Pound of Georgia has compiled some interesting statistics relating to his state.

Mr. Pound shows that the receipts from all sources for public education in Georgia for 1908 amounted to \$3,786,830.70. It may be roughly stated that two-thirds of this amount went to pay the salaries of teachers. White teachers in white schools received \$2,289,258.12, and negro teachers in negro schools received \$497,269.39.

To determine what proportion of this money was paid out for negro education, reference was had to the tax books. The value of property owned by negroes in 1908 returned for taxation was \$27,042,672. If every dollar of this property paid taxes at the rate of 5 mills it would mean that the state secured from this source \$135,213.36 for all state purposes. The receipts from poll taxes paid by negroes amounted to \$75,000 in 1908, making a total of \$123,676 for education.

The actual proportion of taxes paid by negroes for educational purposes under the state apportionment, which sets aside a tax of 1.8 mills for education was \$48,676. In other words, four times as much was paid out by Georgia for negro education as was received from negro taxpayers for that purpose.

In addition to the money given to common school education, the state paid out other monies for negro education as follows: Colored

school teachers, \$497,269.39; Savannah Industrial and Agricultural School, \$8,000; School for Deaf (colored department), \$7,255.95; School for Blind (colored department), \$7,000; total, \$519,525.34.

Chicago, Ill. In an effort to catch up with the school population, the architect of the board has been directed to eliminate from the plans for new schools the elaborate gymnasiums and auditoriums formerly constructed in elementary buildings. Instead, the playrooms will be arranged for physical culture and modest assembly rooms will be planned. It is estimated that a saving of \$35,000 to \$50,000 will be effected in each building. The number of classrooms will be increased from twenty-four to twenty-eight.

Scranton, Pa. The school board has been in a quandary over the election of an architect for a graded school building. Two architects have completed plans, one on the request of the building committee, the other upon instructions from the member in whose district the school is to be erected. Both claim to have authority and have hinted that they will bring suit unless paid for the work done.

The Des Moines, Ia., school board is in a controversy as to whether it should continue to insure its school buildings. Five thousand dollars a year is paid for premiums, while only \$1,400 has been received for fire losses in ten years. The argument for insurance is that it provides a fund, with which to replace public buildings immediately in the event of their destruction by fire. It makes it unnecessary to await the levying of a tax or the voting of an appropriation for this purpose. The argument against insurance is that the state or district can better afford to carry its own risk than to pay the premiums.

# THE N. E. A.—WHAT OF ITS FUTURE?

## A FEW THOUGHTS OF AN ACTIVE MEMBER

The September *Education Review*, published by Mr. Nicholas M. Butler, president of Columbia University, asks editorially, *Are the halcyon days of the National Education Association over?*

The *Review* speaks of the small attendance at Denver and discusses what its editor thinks are some of the reasons why the successful days of the association are past.

No one doubts that the summer sessions of numerous universities and normal schools do attract, as instructors and students, many who would otherwise go to the N. E. A. convention. Nor does any one doubt that most of those kept away by these summer schools are persons whom it would be most desirable to have in attendance at the N. E. A. meetings. But it is only in the last two years that the attendance has shrunk so alarmingly; and summer schools, many and excellent, have been in session and largely attended for a number of years. There were scores of successful summer schools in session at the time when 35,000 members of the N. E. A. enrolled at the Boston meeting in 1903, when 23,000 enrolled at Asbury Park in 1905, and when 13,000 enrolled at Los Angeles in 1907.

The refusal of the railways to give satisfactory rates and ticket conditions has been an important influence in decreasing attendance. The rates for the Cleveland meeting were most unsatisfactory, and the announcement of the rates which were given was so long delayed that most teachers had their vacation plans already made when the rates were finally published. Last summer, at Denver, no special rates of any kind were given to the N. E. A. All who went to the meeting traveled on the regular summer tourist tickets. They were not required to go to Denver at all; the tickets, on the same rates and conditions, took them to Colorado Springs, Pueblo, or Cheyenne; they could begin the return journey from any of these points as well as from Denver.

They did not have to go during the time the N. E. A. was in session; they could go any day for a week or two weeks before; they could go any time for a month or six weeks afterward. No ticket holder was required to enroll as a member of the N. E. A. In short, the association was shown as little consideration by the railways as though it had been a convention of dancing masters with forty or fifty in attendance.

It is generally understood that other great conventions, such as the Y. P. S. C. E., G. A. R., etc., have been able to get favorable rates as formerly. A good many friends of the N. E. A. are curious to know why, if this is true, the executive committee of the N. E. A. has not been able to do as well. The editor of the *Review* has, for several years, been an influential, for much of the time a dominating factor in the membership of this committee; he is known to be on terms of intimate acquaintance with J. Piermont Morgan and other New York financiers, who buy and sell railways and give orders to railway presidents and traffic managers.

It may be true, as the *Review* declares, that men who formerly attended the N. E. A. do not come now because the association has, for the present, ceased to appropriate money to pay the expenses of members of committees charged with the investigation of educational questions. The editor does not make the case quite clear on this head. If these men stay away because the association no longer pays their expenses as members of committees of this sort they can very well be spared; certainly there must be very few such. Some committees are still carrying on their work, in spite of lack of funds to pay the expenses of members.

Many members of the association are not convinced of the necessity for stopping all payments for the expense of committee work of this

kind. The cost has never been more than a few thousand dollars a year—a very small part of the total expenses of the association. To many it seems quite possible that, by economy in other lines, a moderate amount of this investigation might still be carried on.

The failure of loyalty to the association, or the failure of interest in it, is a more serious matter, and there is good reason to take note of it. Denver was full of visitors; there seemed to be as many as in 1895; but fewer than 3,000 of them from outside of Colorado had interest enough to enroll and pay their \$2 membership fee; in 1895 more than 10,000 from outside of Colorado enrolled as members. This is an interesting arraignment of the management by the editor of the *Review* and his associates.

In 1895 the gentleman was president of the association; he was followed in that office by one of his personal friends. And since that meeting, up to and including the meeting in Denver last summer, the affairs of the association have been in the hands of himself and his friends; not more than two or three men have been chosen to the presidency of the association who were not selected by a little band of "managers," prominent among whom was the editor of the *Review*. They have controlled the executive committee, the committee on resolutions, the membership of the educational council, the officers of the department of superintendence and other departments.

A study of the programs for those years will show the same names cast for the leading roles year after year. Some of these, Dr. Harris, Supt. Soldan and Dr. Schaeffer, for instance, would appear by common consent by reason of their conspicuous fitness to instruct the association and lead in its deliberations; but there is no way to explain the presence of other names which appear with quite as much regularity, except by the fact that their owners are friends of the "management" and always reliable when its measures are to be put through. Is it not possible that this method of handling the affairs of the association for a number of years is responsible for that lassitude of interest shown by the failure of thousands who were in Denver last July to enroll as members; that the small enrollment was the verdict of the educational forces on this method of management?

An effort was made to handle the business of the recent Denver meeting in the same old way. Several members of the "managing committee" were there some days in advance. On the day of the first meeting—that of the educational council—the Denver newspapers announced that the editor of the *Review* and Mr. ——, his chief lieutenant, would, at the proper time, launch the candidacy of Mr. ——, and that, doubtless, that gentleman would be selected president with little opposition.

Some of the members who felt that the association ought to select its own officers, urged United States Commissioner of Education Elmer E. Brown to allow his name to be presented, and for two or three days it seemed that Commissioner Brown would be chosen. His selection would have been one way to allay factional feeling. Commissioner Brown is too big a man and his office too great an office to permit him to be thought of in any other way than as the president of the whole association, above the influence of any clique or person.

But the "management" was not for Commissioner Brown. The faithful had not started the movement; if elected he would have been under no obligation to them. And so other candidates were urged not to give way, but to stay in the race.

Finding that this spirit was being shown, the commissioner declined, in a dignified manner, to allow his name to be used. Supt. Joyner of North Carolina was then chosen by united support of those members of the association who believe the members and not the "elder states-

men" should select the officers and conduct the business of the organization.

It is natural that these elder statesmen should mourn "many of the older and more distinguished leaders of education in the United States are rapidly passing away." Every member of the association regrets that Dr. Harris was kept away from Denver by ill health; may he be present at succeeding meetings for many years. All regret the death of men like Lane, Parker, Peaslee, Harper, Canfield and Soldan. We miss Swett, Andrews, Eliot, David Starr Jordan, Draper, Angell, Stetson, Miss Cropsey, Hughes and Maxwell when they stay away. But through all our history the leaders have been leaving us, one by one. Horace Mann went, in his turn, and Rickoff, Hancock, Stevenson, Calkins, Bicknell, Beardshear and many another, as well as the leaders of the nearer past. It is the history of any movement, and any body of men.

But that does not imply the decadence of an organization unless no young trees grow up to take the places of those which fall. With Schaeffer, Brown, Martin, Winship, Hall, Seerly, Sabin, Jones, Swain, Thompson, James, Baker, Mrs. Young, Cook, Greenwood, Redway and Blodgett some wisdom still remains to us. And when the vision is turned to the younger leaders whose stature has become noticeable, Brumbaugh, Aley, Joyner, Brooks, Van Sickle, Edson, Ranger, Stone, Aswell, Hallowell, Cousins, Gulick, Emerson, Jordan, Mrs. Grenfell, Miss Sabin, Gordy, Elson, Van Hise, Cary, Fairchild, Pearse, Martindale, Carroll, Strong, Avery, Blewett, Craighead, Hill, Moore, Cooper, Davidson, Keyes, Heeter, Hanus, Crabtree, Ayres, Witmer, Richards and Burks, the present and the near future do not seem wholly empty. And it must not be forgotten that we still have the editor of the *Review*.

A good many members of the association are curious to know whether this mourning note was struck in perhaps subconscious memory of the gaps which are beginning to appear in that little phalanx of astute diplomats who, with the editor of the *Review*, "prearranged" the affairs of the association for so many years. From that line are missing Dougherty, formerly of Peoria; Gove, formerly of Denver, and others, now engaged in commercial lines, although at times able to attend the meetings and assist as of old in the prearrangement. No doubt these absences do much to make the halcyon days of the association seem past—to some.

Haverhill, Mass. The school board has adopted several rules calculated to prevent truancy. They require:

Employment certificates will not be issued to pupils that have attended the public schools unless said pupils have discharge cards from their respective schools.

In granting discharge cards to pupils that move from one neighborhood to another, within the city, one card shall be given the pupil and another shall be sent to the principal of the school that the child will next attend. If a child so moving does not present himself at once to the school he is to attend the truant officer shall be notified.

At the beginning of each term the truant officer shall be notified of the absence of pupils over fourteen who attended school the preceding term. When a pupil over fourteen leaves school the truant officer shall be notified at once. He shall be notified of all cases of truancy, whether action on his part is or is not necessary.

Battle Creek, Mich. The school board has passed a rule that teachers who do not attend the annual meeting of the State Teachers' Association be not excused from conducting classes on the days when the association is in session.



# School Room Hygiene

## Vaccination and Health Rules.

Tacoma, Wash. The school board has adopted four health rules which commend themselves for their sensible, temperate spirit. They read:

1. All teachers in the Tacoma public schools, on receiving pupils into their rooms, whether such pupils are entering school or being transferred from other rooms, shall ascertain which have been vaccinated and which not vaccinated, and shall register those who have undergone successful vaccination, as—

(1) Successful vaccination.

Those who have undergone vaccination without success shall be entered as—

(2) Unsuccessful vaccination.

Those who have not undergone vaccination shall be registered as—

(3) No vaccination.

All pupils in classifications 2 and 3 shall present certificates from reputable physicians showing either unsuccessful vaccination or excuse from vaccination because the condition of such child or children is such that it would be injurious to its health and possibly dangerous to its life.

2. In case of epidemic or threatened epidemic of smallpox all pupils who have not been successfully vaccinated shall be vaccinated before continuing in school. The school district medical inspector shall determine when an epidemic or threatened epidemic of smallpox exists in one or more schools of the district, and shall have authority to exempt pupils from vaccination when, in his opinion, such vaccination endangers their health.

3. It shall be the duty of all teachers to report to their respective principals immediately any suspected contagion in their schools, and the principals shall report the same to the school nurse, who shall visit the child or children affected and report to the medical inspector whether such contagion exists.

4. Neither teachers, janitors nor pupils affected with pulmonary tuberculosis shall be employed in or about any of the Tacoma schools nor be allowed to attend same.

## Preventing Diseases.

As a means of preventing contagious and infectious diseases at the opening of each school year the health department of Augusta, Ga., has required that each child present a certificate of good health. Forms were printed during the summer months and distributed to all children through the principals. On the first day of classes these were required as a requisite of admission. The form reads:

"Department of Public Health.

"Health Certificate.

"Augusta, Ga., ..... 190. ....

"I do hereby certify that ..... has been successfully vaccinated within the past three years; also that there is no contagious or infectious disease in the family of the said ..... nor has ..... been exposed to any contagious or infectious disease within the past ten days, nor has said ..... any form of acute catarrhal conjunctivitis (pink eye).

"....., M. D."

## Seeking Physical Defects.

As a means of discovering physical defects in the public school pupils at Princeton, Ill., a blank form was last year prepared by Supt. G. W. Gaylor, and filled in by the teachers. Twenty-six children were reported as a result of the questionnaire and a number were found

unwell, although the teachers could not locate the cause of trouble. Systematic medical inspection has been recommended by Mr. Gaylor. The questions asked are as follows:

- 1 Name.
- 2 Does the child sit with the mouth open?
- 3 Does the pupil complain of headache? (Often?)
- 4 Is the pupil inattentive? (Very or somewhat?)
- 5 Does the pupil's voice have a nasal sound?
- 6 Does the pupil stutter?
- 7 Is the pupil hard of hearing?
- 8 Does the pupil complain of earache?
- 9 Is the pupil near sighted?
- 10 Is the pupil long sighted?
- 11 At what distance can the pupil best see the printed page in the regular readers?
- 12 Does the child squint while reading?
- 13 Is the pupil pale and emaciated?
- 14 Is the pupil consumptive looking?
- 15 Remarks.

Rochester, N. Y. Some twenty children suspected of incipient tuberculosis have been under observation by the Public Health Association. It is proposed to establish an open air class for them in connection with the day camp for tubercular patients which the association is conducting.

Harrisburg, Pa. As a sanitary measure the school board has ordered that pencils issued to pupils be retained by the latter until used up. In the past teachers collected pencils after each class and distributed them indiscriminately.

The boards of education throughout Ohio are granting the members of the State Dental Society permission to examine the teeth of the children in the schools. The examinations are made with the consent of the pupils and are part of a movement to obtain statistics for better legislation. The examining dentists will recommend action for parents and make no charge for the examination.

The Indiana courts have before them a case which public school authorities will watch with interest. A woman has brought suit against a township for damages for injury done to the health of her child. She recites in her bill of complaint that in the first place the child's eyesight was materially damaged by inefficient and wrong introduction of light into the schoolroom. This gave rise to reflex nerve strain. Impairment of nutrition ensued, and this was followed by the invasion of tuberculosis. It is said that physicians stand ready to testify that all this ensued, and that, as stated, it was the bad arrangement of light in the schoolroom that caused all the trouble.

Indianapolis, Ind. Dr. J. H. Hurty, secretary of the Indiana state board of health, has informed the state superintendent of public instruction that according to the rules of the state board of health, upheld by supreme court decisions, any contract made between a township trustee and a teacher who is afflicted with tuberculosis at the time the contract was signed is null and void. The rules of the board provide against the employment of any teacher so afflicted. The question came to the state superintendent from Montgomery county, where a teacher holding a three years' license contracted with a trustee for the present school year. Shortly after school began it became evident that the teacher was afflicted with tuberculosis in dangerous form, and the patrons of the

school demanded his removal. The teacher sought to collect his pay for the year because of the contract.

Waltham, Mass. A school nurse has been employed to supplement the work of the medical inspectors. She will perform the routine work incident to the examination of children, call on absentees, care for small wounds and minor illnesses, etc. The salary for the current year will be \$50 per month.

New Brunswick, N. J. The medical inspector has asked the board of education to provide every public school pupil with a toothbrush. The request is based on the argument that much of the ill health in children comes from unclean teeth, and that it is impossible to induce the parents of all children to adopt the sanitary toothbrush. The board is inclined to consider the suggestion favorably.

## Commercial Teachers to Meet.

The National Commercial Teachers' Federation, an organization of teachers of commercial branches in both public and private schools, will hold its annual meeting this year in Louisville, Ky., December 27-30. The federation is made up of five sections: The Business Teachers' Association, the Shorthand Teachers' Association, the Penmanship Teachers' Association, the Private School Managers' Association and the High School Section. The rapid introduction of commercial branches into the public high schools of the country and the organization of commercial high schools have made the High School Section one of the largest and most important sections of the federation. Each section maintains a complete organization and has its own program for one-half of each day, when technical questions relating to the work of each particular section are discussed. At the other half of the day all sections combine in a federation meeting where questions of a more general nature are discussed.

The programs for the sections and for the federation are nearly completed and will be issued in a short time. The coming meeting promises to be one of the most interesting and valuable ever held.

The teachers of Louisville are making great preparations for the entertainment of their guests, and an enjoyable and valuable time is assured all who attend the meeting. All teachers of commercial branches in public or private schools are cordially invited to attend and affiliate with the federation.



SUPT. A. V. GREENMAN  
Aurora, Ill.  
Died October fifth.

## School Board Journal



### BOOKMAN FIGHTS DUEL.

#### Novel Adventure of Mr. P. W. Grinstead.

"I was challenged and fought a duel while I was in Italy," said Philip W. Grinstead, southern representative of the American Book Company, who recently returned from a three months' tour of Europe, to a group of bookmen in the Leland hotel at Lexington, Ky.

"Mrs. Grinstead and I had been to see the maneuvers of the German army at Mainz, and the morning after we were leaving for Milan. The compartment in the train was crowded and all of the luggage racks were filled. There was no room above for my large satchel, and the porter sat it in the passageway. It should have been put into the baggage car.

"Just as the train started a well built man of middle age, making his way through the passage, stumbled over my satchel and barked his shins. He called the German conductor and in part Italian and part German began to upbraid him for permitting a violation of the rules which had caused his discomfiture. Both grew excited and were flinging their hands as they spoke.

"I could understand some of the German, but none of the Italian. Every once in a while one or the other would point at me and then at the grip. I was enjoying it immensely. Finally the Italian addressed me. I did not understand him, but I said in English, 'Go ahead and lick the conductor, if you like. You certainly have my permission to fight if you choose.'

#### Off in a Big Huff.

"The Italian abruptly ceased the argument with the conductor and went away in a big huff. Presently he returned and handed me a card. He was Captain Antonio Bizizzio of the Italian army. I thought he had come to the conclusion that he had been wrong in raising a rumpus and had come back to introduce himself and say something pleasant. I handed him my card in return, saying, 'Glad to know you.'

"The captain, however, made no response and went away with my card in his hand. I dismissed the matter from my mind, but when we were established in our hotel in Milan the incident was reopened.

"A Frenchman who was a traveler on our train came to the room and formally presented me a paper written in Italian. I got the porter of the hotel to translate it, and it proved to be a challenge to a 'duel to the death.' The Frenchman said that I could, if I should choose, send my response direct to Captain Bizizzio, and he went away.

"Now, I thought the whole thing a huge joke; couldn't see why the Italian captain had become offended, to say nothing of why he should yearn to spill my blood, and not being in the mood to scrap, I concluded that I would send the captain an apology covering anything and everything that might have offended him and let it go at that.

#### Not Anxious to Fight.

"I sat down and wrote him about as follows:

"Dear Tony: Your verbal message is received. The concierge translated the gabfest of your friend and tells me you want to fight somebody right away quick, and have honored me with the preference.

"Now, you gave me your card in what I consider a burst of hospitable enthusiasm. I naturally returned the compliment by separating myself from the last card I had. But my card was not printed for use as fight signals, and I would violate the customs of my country if I so misused it. I so explained via concierge to your valet, or whatever it was that brought me your kind invitation. Your aforesaid valet, messenger, friend, flunky, or what-not informs me that I can avoid a duel only by writing you an *explanation* or apology. That is what I am now doing.

"Listen: I hereby respectfully decline and refuse to fight you in a 'duel to death' for the following reasons:

1. "It is too devilish hot.

2. I haven't time to waste on a little one man fight.

3. You are an unmarried man, I am informed, and I have a wife to support and a soul to save. You are not so qualified and are therefore ineligible for consideration, according to the customs and laws of my country.

"Hoping you may be able to find some one who has both the time and inclination to scrap with you to your entire satisfaction, and that you may both win, I am, very truly yours,

"P. W. Grinstead.

"Mr. Antonio Bezizzio, P. Garibaldi 219, Milano."

"The next afternoon the Frenchman returned, saying that Captain Bizizzio had had my 'apologe' translated and that he now more than ever insisted on a 'duel to the death.'

"The Frenchman told me through a young American named Abbott, who had been traveling with us, that there seemed no other alternative than a fight, and that under the Italian dueling code I had the right to choose the weapons.

"I remembered that in my satchel there was a full quart of fine old Bourbon whisky. I told the Frenchman that I would accept Captain Bizizzio's challenge and that they should come at 7 o'clock to make the arrangements.

"At the appointed hour the captain, the Frenchman and an Italian doctor appeared, looking as solemn as if they were going to the funeral of a dear departed friend. I had arranged with young Abbott and a German guest of the hotel to be in my room at the time also. There were very formal greetings between the 'seconds' and the Frenchman, as interpreter for Captain Bizizzio, and Abbott, filling the same functions for me, fell at once into arrangements for the duel.

#### Highballs as Weapons.

"When it came to the point of choosing the weapons I named highballs. The Frenchman looked at the captain and the captain looked at the Frenchman. They had evidently never heard of highballs and thought they were some sort of a ball to be thrown with the hand. However, the choice of weapons was accepted. I then named my room as the place and the time immediately for the duel. They couldn't understand how we were going to do any dueling in a hotel room, but at the same time they acquiesced.

"Abbott, as my second, brought forth the quart of Bourbon whisky, two large syphons of seltzer, a bowl of cracked ice and two glasses. He placed them on the table. Captain Bizizzio was seated at one side of the table and I sat down opposite to him.

"At sight of the 'weapons' it dawned upon the captain that he was about to participate in the most novel duel he had ever heard of. He smiled good naturedly and lighted a cigarette. Abbott made two highballs and we each drank one. Then two more, and so on, until Captain Bizizzio was gone to slumberland and dead to the world. I was feeling perfectly well and able to navigate without any difficulty whatever. We had consumed all of the quart, save about two ounces.

"The captain's seconds took him to his villa, and the next day he returned to the hotel, bringing his sister to be introduced to my wife. He took us then for a tour of the city in his automobile and in the evening we sat down in his home to as fine a dinner as I ever ate.

"I invited Captain Bizizzio to visit me at my home in Kentucky and he told me he would surely come next year. At the dinner he laughingly told how he had understood just one word in the train, and that was the word 'fight.' He had supposed I wanted to fight him and his feelings were sorely wounded. I shall never forget my 'highball duel' and its very happy result."

#### A Tribute to Bookmen.

Scant indeed is the appreciation of the bookman's work. But occasionally the poor agent

is given credit for being a high class fellow and doing high class work.

This is what a writer in the New York Tribune says of bookmen, in discussing the difficulty of marketing good text books:

But it is not enough to obtain the new and promising manuscript, to put it in appropriate typographic dress, to manufacture it in a workmanlike and durable form. The product must be brought to the consumer throughout the country. And here is where the skill and administrative ability of the publisher are shown in his agency operations. Here the school book agent, or "bookman," as he has come to be called, plays an important part. These "bookmen," or school book agents, are remarkably well equipped. They are picked men taken as a rule from the most successful of the superintendents and principals. They are men of education, good address and high character, who have added to the qualities necessary for a good superintendent business ability of a high order. They have an intimate knowledge of the schools and methods of instruction, and have become expert judges of text books.

That the "bookman" must be well equipped and well trained is easy to see when it is considered that he must have a general acquaintance with hundreds or even thousands of books which he personally represents, to which is added an intimate and critical knowledge of scores of texts which he is obliged to present in close and fierce competition with books published by business rivals. The technical knowledge of these books possessed by the best agents is wonderful.

For the most intelligent and effective work the agent must advocate his books from the point of view of the author. He must present the author's arguments and the author's methods, so that the teacher or school official interested shall grasp and thoroughly understand the author's intent and the place, scope and purpose of the book in comparison with others. Only good native ability and adaptability, aided by education, experience and thorough training, can properly equip a force of agents for this exacting work.

#### AMONG BOOKMEN.

Mr. J. F. Organ is covering the state of Indiana for Houghton-Mifflin Company. Southern Michigan has recently been added to his territory, which keeps Mr. Organ "hustling."

Mr. Charles Swain Thomas, head of the department of English in the Newton, Mass., high school, formerly head of the department of English in the Shortridge high school, Indianapolis, will assist the educational department of Houghton-Mifflin Company in the editing of its high school texts in English. Mr. Thomas graduated from Indiana University and later took post-graduate work in English at Harvard University, and for the last ten years has most successfully conducted the English departments of the two important high schools with which he has been connected. He is the author of a number of successful high school texts in English.

Mr. Vrooman Ottley covers the western part of New York state for Allyn & Bacon. He reports a substantial increase in the firm's business.

Mr. C. H. Rhodes, agent for Allyn & Bacon in Kansas, is covering the Oklahoma high schools during the fall months. "Oklahoma," said Mr. Rhodes recently, "is developing rapidly. All over the state new and commodious school buildings are being erected along modern lines. In many communities, especially in that part which was formerly the old Indian Territory, high schools are being organized for the first time."

(Concluded on Page 18)

## School Board Journal

## THE NEW INTERNATIONAL DICTIONARY.

The New International Dictionary, the latest edition of the Noah Webster revisions, and the successor to the Unabridged of 1864 and the International of 1890, can be best appreciated when it is said that this one volume contains 2,700 pages, 6,000 illustrations, a list of authors quoted, a history of the English language, a guide to pronunciation, a treatise on orthography, explanatory notes and an appendix, all of which surround a dictionary of 400,000 words and phrases.

These facts might in themselves be sufficient. They are augmented, however, by the name of Dr. William T. Harris, former United States commissioner of education, as editor-in-chief, and F. Sturges Allen, general editor. Besides these, and an excellent editorial department, the entire work was revised by specialists in the various departments, such as: Agriculture, Alfred Charles True, Ph. D., director of office of experiment stations, United States department of agriculture; botany, horticulture and forestry, Charles Louis Pollard, now curator-in-chief of Staten Island Association of Arts and Sciences; economics, Arthur Twining Hadley, president Yale University; Mendelian law and allied terms, William Bateson, M. A., F. R. S., professor of biology, Cambridge, England; South African terms, W. S. Logeman, professor of modern languages in South African College, Cape Town, South Africa; veterinary terms, John Robbins Mohler, V. M. D., chief of division of pathology, United States department of agriculture, etc.

The New International Dictionary is based

ST. LOUIS PUBLIC SCHOOLS, GIRLS ANNUAL REGISTER CARD											
Form 15 Rev. 1-31-53											
School Year 19____ - 19____ SCHOOL_____											
Name _____ An. Reg. No. _____											
Born. Year _____ Mo. _____ Day _____ Birthplace _____											
Age as on Jan. 1st of the School Year (Year only by U. S. method) _____											
Entered as _____ New Student _____ from _____ School _____ Transfer (Circle one when applicable)											
Parent or Guardian _____ Vaccinated _____ Residence _____ Block No. _____											
ATTENDANCE											
Second Name	Gr.	Or.	DATE	Op.	Mon.	Tue.	Wed.	Thur.	Fr.	Sat.	Transfer Date Year
				1.							
				2.							
				3.							
				4.							
				Total							

Fig. 1. Annual Card.

upon principles and methods which have formed the foundation of every change and revision since the days of Noah Webster. These principles in construction are primarily an improvement in definition, an enlargement of vocabulary, an increase in general information, and greater convenience in consultation. Comprehensiveness, completeness, encyclopedic fullness and practical use therefore underlie the present revision.

One of the most striking features which users of this new dictionary must accustom themselves to is the division of the page into an upper and a lower section. Upon the principle that the less commonly used words ought not be confused with the words in general use in the language, the editors have relegated obsolete words to a place below a line on the bottom of every page. The upper section thus contains words ordinarily used and is not encumbered with terms which might prevent ready consultation. This is especially valuable since the several vocabularies formerly not included in the body of the text, such as foreign phrases and proverbs, Scripture names, names of fictitious persons, and abbreviations have been incorporated in the general vocabulary. With the new division, every page contains all the titles that fall alphabetically between the first and last title words. To the lower section of the page are relegated the foreign phrases, abbreviations, words wholly obsolete, obsolete variants, uncommon dialect words, scientific terms of rare occurrence, words defined only by a cross reference, and, in general, that part of the vocabulary in most infrequent use.

In size, shape and appearance the New International resembles its predecessors. Despite the increase in the number of words, the division of the page and the use of pearl type in the lower section have made possible a limit in

### Keeping Pupils' Records.

Keeping Pupils' Records.  
A simple and effective card system for permanently recording the history of a student's progress through the schools has been devised by Superintendent Ben Blewett, for the St. Louis public schools.

The smaller card (Figs. 1 and 2) is the annual record, which is written by the principal at the opening of each school year. It contains full data concerning the child's age, parentage, residence, etc. From quarter to quarter the teacher's reports are recorded concerning progress, attendance, scholarship and conduct. In cases of truancy, corporal punishment, excuses, suspension, entries are made on the reverse side of the card.

The large card (Figs. 3 and 4) is preserved at the superintendent's office and contains a transcript of the annual card. It is arranged to record the pupil's passage through the full twelve years' course. Transfers from one school to another and changes in address are indicated.

A valuable detail set down is the number of the city block in which the child lives. This makes possible the location of new schools close to the true centers of population and facilitates transfers from school to school.

Boys' cards are blue in color; girls' cards, buff.

Day	Incident	Conduct
1		
2		
3		
4		

Trust Due \_\_\_\_\_  
 \_\_\_\_\_  
 Corporal Punishment (Date) \_\_\_\_\_  
 \_\_\_\_\_  
 Suspended (Date) \_\_\_\_\_  
 \_\_\_\_\_

Fig. 2. Back of Annual Card.

Name	Ref. No.											
Born Where	Born When	Year      Month      Day										
Parent or Guardian	Occupation											
Residence	City Block											
Res.      *      C. B.	Res.	C. B.										
Res.      C. B.	Res.	C. B.										
Entered as New Name, Year      Month      Day		Vaccinated										
Date	Entered by Transfer from What School	Date	Withdrawn by Transfer to What School									
YEAR	19 19	19 19	19 19	19 19	19 19	19 19	19 19	19 19	19 19	19 19	19 19	
Scholarship												
Conduct												
Trans (Date)												
Corporal Punishment (Date)												
Sent to Principals Office (Date, Reason)												
Memoranda												

Fig. 4. Reverse of Permanent Record Card

**PROVINCE OF STATE BOARDS AND STATE SUPERINTENDENTS IN THE ADMINISTRATION OF PUBLIC EDUCATION.**

Edwin T. Fairchild, State Superintendent of Public Instruction, Topeka, Kans.

Although forty-two states and territories have some form of educational board with state functions, and every state and territory has a state superintendent, there seems to be nowhere a definite and agreed statement as to the proper function and province of these agencies. It would be well indeed if the whole scope and function of these educational factors were thoroughly studied and a wise agreement arrived at. Perhaps the majority of opinion holds that the superintendent should be an executive, while the board of education should be largely advisory in its operation.

In practice we find that the duties and powers of the state superintendent range from the purely mechanical, or the merely perfunctory, to the most complete and almost autocratic power. State boards of education also are found to differ widely in the authority imposed and the duties assigned.

From such experience as has fallen to the writer, and from such study as he has been able to make, the following conclusions are submitted:

The superintendent of public instruction should be appointed, preferably by a state board of education, which is itself, as nearly as possible, a permanent body.

The superintendent should be an executive officer with large powers of initiative.

He should be clothed with ample authority to carry out and enforce. He should have time and means at his disposal to make an exhaustive investigation of all educational problems and conditions within the field under his control.

His duties and certain authority should extend to the higher institutions, as well as to the elementary and secondary schools. It should be his duty to come into the closest possible touch with the teaching body and with the student body, in order that he, of all persons, may know intimately their needs and stand as their advocate before the people.

He should be executive and constructive.

His relations to the state board of education and to the law should be such as to insure to him much freedom of action and full opportunity to propose, to devise and to direct.

He should have large power, and yet his usefulness and efficiency may be greatly advanced by sharing certain authority and responsibility with others.

It is his province, above all things, to be a helpful and sympathetic co-worker, a wise and loyal friend, an encouraging and inspiring leader.

To him is given the opportunity of the widest acquaintance with all classes and conditions of people. The opportunities afforded by his position are greater than are enjoyed by any other educational officer. The problems to be solved are more varied and the means of solution more ample than in any other field of educational activity. It is the superintendent's task to seek by every means at his command to unify all the educational forces of the state, to labor in season and out of season for solidarity on the part of educators; to urge constantly the truth that in the rural school, the secondary school, the college and the university there is but one common aim—the best possible training for citizenship.

That a state board of education may render the greatest possible service, it seems desirable that such a body should be permanent in character. The policy observed in certain states of providing, by law or constitution, that the heads of certain of the institutions of higher instruction shall be members of the state board of education, and providing further that certain other members shall be selected from designated school departments, seems to work well in practice. It is doubtful whether a system that provides for the appointing of all the members is either a safe or a wise one. Further, experience seems to demonstrate that the state board should be composed largely of educators.

Because of the dignity and character of its personnel, a state board of education thus composed would be most effective in establishing and in sustaining public sentiment in favor of the highest and best things in education. Among the problems that may well be committed to such a body are the following:

The state board should be authorized and required to formulate courses of study for all classes of schools; to prepare examination questions and examine manuscripts of all applicants who aspire to teach in the public schools; to formulate rules and regulations for the distribution of all state taxes levied for school purposes, and to establish standard requirements for the various classes of schools benefiting from such funds; to fix the basis of promotion, and to determine the standard of accrediting the work in the grades, the secondary schools, the colleges and universities,

## Vacuum Cleaning

*All vacuum cleaning apparatus looks alike to the uninformed.*

There is, however, a vast difference between the famous original, scientific AERO Vacuum Cleaning Systems and the various so-called "Vacuum Cleaners" offered in the market today.

The Aero Special Schoolroom Cleaning System is a compact, refined, substantial, thoroughly efficient and highly sanitary built-into-the-house equipment, that enables the janitor to have "Suction on tap" at his disposal at any time, while the special tools and appliances enable him to clean the floor areas, regardless of the multitudes of desk legs and other obstructions, in a manner far superior to the results obtained in any other way, and at a speed not attainable by the use of any other known method.

Aero tools, specially designed for sweeping the bare floors in schoolrooms, are built in sizes 9 inches, 18 inches, 24 inches and 36 inches wide—that clean swaths the width of their respective sizes. Special handles and other attachments enable the janitor to reach under desks in groups of four or five at one time, to switch to the opposite sides of the aisles for groups there, and special tips on the sweeping tools collect (as the tool passes) the dust and dirt that accumulates on the floors around the feet of the desk legs.

Special wall brushes gather the dust from walls and ceilings. Other special tools clean chalk troughs, free erasers from loose chalk, clean picture frames, mouldings, books and book shelves—everything that catches dust.

And all the dust and dirt is whisked instantly out of the rooms—the instant the tool comes in contact with it—where it is separated, by a dry-filtering process, from the foul air that accompanies it, the dirt remaining in dust-tight receptacles, the foul air being discharged into chimney flues or through the roof into the open air.

### Selecting a Vacuum Cleaning Plant

There are five distinct and vital elements in a proper vacuum cleaning plant, viz: 1. The Vacuum Producer, or Suction Developer, suited to the various kinds of power; 2. The Conduits, or Piping System, for carrying away the dust, dirt and foul air sucked into the system through the tools; 3. The Dust Separators, or Filtering System, which filters the dust and dirt from the air before it reaches the mechanism that produces the suction; 4. The Automatic Control, operated by the vacuum, and which acts as an economizer of the power consumption; 5. The Cleaning Tools, or series of nozzles and handles (with cut-off valve to enable the operator to control the power supply without having to run to the basement), the tools being suited to the variety of surfaces and textures that require cleaning.

A vacuum cleaning system, to be practical and permanently satisfactory, must include these five elements. These in turn must be correctly proportioned, with relation to each other, and the whole system proportioned to the area to be kept free from dust.

The Vacuum Producer must be powerful enough to develop and maintain a sufficiently strong suction throughout the entire system of piping, hose and tools, and the openings in the tools must be accurately proportioned to the power, the volume of air necessary and the velocity of the air that picks up and carries along the dirt to the separator.

The conduits, or piping system, including the tubular handles of the cleaning tools, the flexible piping, or hose, and the iron piping that is run through the building, must be so coupled up with fittings that they present perfectly smooth interiors, and these fittings must include "L"s, "T"s and "Y"s having long radius turns, thus avoiding all sharp angles in the turns, to prevent clogging.

The dust separators must not only insure perfect separation. They must have but one direct opening for the discharge of the foul air that has become contaminated by the dust and dirt, and that must conduct the discharged air into the smokestack or directly into the open air, at a height that will be safe. The separators must be somewhat proportioned, also, to the area to be cleaned—made large enough to hold all the dirt the sweepers will pick up for a day or two.

The "Automatic Control" is one of the most important features. It is "The watch dog of the coal pile"—that is to say, it automatically shuts off or turns on power in response to the action of the thumb valve in the handle of the cleaning tool in the hands of the operator. If he lays the tool down, shutting off the little thumb valve, the power is turned off. When he opens the valve again the vacuum is right there ready for service as before. The Automatic Control will alone save the cost of a plant, as against a plant not so equipped.

The cleaning tools must be constructed in such shapes as to enable the operator to gather all the dust and dirt in the rooms, from on and under everything, from walls, ceilings, mouldings—everywhere. They must be made in sizes to fit in a variety of places and to clean wide enough swaths to insure proper speed in covering large areas. Their openings must be proportioned to their sizes and to the power, the volume and velocity of the air, and each contact surface must be made of material suited to the surface it will be passed over while cleaning.

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and to provide rules and regulations for the inspection of all accredited schools; to inaugurate plans and advocate measures for the betterment of the school system; and, when additional legislation is necessary, to assist in formulating the needed enactments and in securing their passage.

With a view to correlating and unifying the work of the various departments of education, the state board may with great propriety and profit arrange conferences of college presidents, of superintendents of schools, of principals of secondary schools, of county superintendents and boards of education. These boards might also be clothed with power to establish standards of qualifications for county superintendents.

An important function, and one that may properly come within the province of the board, is the authority to determine the unit of school organization, and to advocate by every means in its power the enlargement of such unit to a point equal in extent to the county.

A further important duty that might well be committed to such a body is full authority to organize and to direct the policy of teachers' institutes.

Further, the whole question of the requirements as to kind and character of school buildings, rules and regulations relating to fire protection and sanitary provisions should be placed in charge of the state board.

While some of the suggestions just made may seem to be away from, rather than toward, popular government, yet it is in full harmony with the trend of events today. City government by commission is rapidly extending and has proved to be the most efficient, the most speedy, the most economical, and perhaps the most satisfactory disposition of a vested public problem that has yet been tried. Certainly it is a decided step towards centralization, and is at wide variance with the usual conception of popular government; nevertheless, results show that it is the best type of popular government in that the interests of the people are securely guarded, and inefficiency and extravagance are largely eliminated.

It is this principle that we would apply to the management of our schools. No system, as a whole, could be devised that is more extravagant, more wasteful or less efficient in securing direct results than the system in vogue in this country with relation to the management of our schools. We have an army of over 500,000 teachers, managed by another army of over 2,500,000 officers, a condition of affairs that insures extravagance, represents a vast amount of wasted energy and renders certain a disastrous lack of unity and co-ordination. If, then, such powers as have been suggested could be placed in the hands of state boards of education and of state superintendents, might we not confidently expect that the business of our schools would be conducted with much of the dispatch, the authority and the intelligence displayed by

the commissioners in city government? Might we not hope for an improvement in the kind and character of our schools such as the fondest enthusiast and the most ardent well-wisher does not now dream to be possible for a hundred years to come?

Undoubtedly the powers and duties of state boards of education could, with great profit, be extended in practically all of our states. Above all, it is the province of such boards to be leaders in educational thought, the rallying point for school men, and the center of school initiative. It might well be the fixed policy of every state to increase in every way the legitimate field of activity, and the dignity and importance of state boards of education. The state superintendent and the state board should be the court of last resort to which the public may with confidence come for wise and timely advice, and for the clear expression of the best and latest thought on all matters educational.

## THE WORK OF THE SCHOOL NURSE.

(Concluded from Page 3)

Dr. Buckler of the same city also says: "This home visiting on the part of the school nurse is by far the most important feature of the whole system; most efficacious in its direct results and most far reaching in its indirect influence. Here in the home the nurse has the opportunity of detecting and correcting the very causes that produce trouble for which treatment is desired."

We, as school nurses, have become convinced that if the simple laws of hygiene were taught in the schools that in a few years tuberculosis would be no more. To this end we have succeeded in having five lessons upon tuberculosis, its prevention and cure, taught in our schools, and along these lines we have recommended Gulick's hygiene series to be used as supplementary readers.

## An Appeal.

When school boards will realize that the only proper foundation for an education is a sound body, and in their yearly estimates will include a sum sufficient to cover the expense of medical inspection and school nurses; when the legislators realize that it is as imperative for the parents to look after the welfare of the bodies of our future citizens as it is to force compulsory education, then, and not until then, will we have a perfect system of education. I can close in no stronger appeal than to quote from Supt. Poland of Newark, N. J.:

"The employment of school nurses is not an experiment. It has been tried successfully in several cities. The evidence of its success in improving the health of the children, as well as in decreasing the amount of necessary absence, is overwhelming. I am convinced that the employment of a few school nurses would pay abundantly in the increased efficiency of the schools.

"Medical inspection may add somewhat to

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the cost of maintaining schools; but the question of cost must always be considered in connection with the value of the productive output. The cost of an enterprise that pays a large dividend is not an expense, but an increased investment, like the city's investment in a water plant. For instance, medical inspection will in the end be self-supporting and will add to the city's capitalized wealth.

"Education is a necessity; we realize this and formulate laws for compulsory education, and, whether this education is sought or forced, we must offer one free from the danger of contracting disease. Ofttimes the child has physical ailments which would disable him from accepting an education which we desire to force upon him. We should not offer or force a mental education until we have provided a physical capacity to accept such mental strain. The medical inspector has accomplished much, but only with the trained school nurse, her individual care, personal inquiry and knowledge of home life, is the highest efficiency in education secured."

## AMONG BOOKMEN.

(Concluded from page 15)

"The newest state has six normal schools, three of which have just been established. A new university preparatory school has been located at Claremore, making the second institution of this character in the state. District agricultural schools designed to prepare students for the agricultural college at Stillwater are being located in each judicial district of the state. Educationally speaking, things are on the hum in Oklahoma."

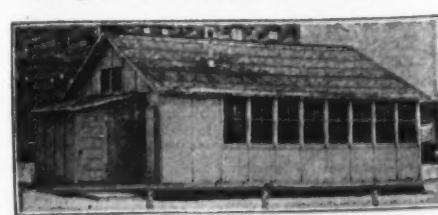
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**Co-ordinate Geometry.**

By Henry Burchard Fine and Henry Dallas Thompson. Cloth. 300 pages. Diagrams and illustrations. Price, \$1.60, net. The Macmillan Company, New York.

Some years ago Prof. H. B. Fine of Princeton put himself into the front rank of American text book writers by publishing his "College Algebra." The appearance of a "Co-ordinate Geometry" by Fine and Thompson is therefore an event of considerable interest to teachers of mathematics.

We may say at once that this little book contains the best elementary treatment of solid analytic geometry in English. One hundred pages are given to solid, one hundred ninety to plane geometry; determinants are employed whenever convenient. Precision, clearness and a certain freshness and originality are in evidence throughout. The usual introductory chapter on graphs and plotting is omitted; but this is all that any one could criticise adversely. It is to be hoped that a text book on calculus will soon follow by the same authors.

**Elements of Physics.**

By Henry Crew. 429 pages. Price, \$1.10, net. The Macmillan Company, New York.

This is a revised edition of Prof. Crew's well known text book of elementary physics. It is a clear, simple presentation of the fundamentals of that science, developed in logical order and abounding with practical examples, useful summaries and interesting examples. An extensive appendix offers 370 problems for review work. The work is admirably adapted for high schools.

**Elson Grammar School Fourth Reader.**

By William H. Elson and Christine Keck. Cloth. 392 pages. Scott, Foresman & Co., Chicago.

Many of the old and very new selections are found in this reader. Much of it is of choice literary and dramatic value, and has stood the test of time as acknowledged masterpieces. The choice of the poems in the first part of the book are especially designed as studies in rhythm. They are beautiful thoughts, beautifully expressed. The authors or compilers of this volume claim that to love good literature, to find pleasure in reading it, and to gain power to choose it with discrimination are the supreme ends to be attained by the reading lesson. There are some valuable helps to study notes and questions and a list of words and phrases for discussion. The book is "something different" from ordinary school readers.

**Home Life in All Lands.**

Book II. By Charles Morris. 317 pages. Popular edition. Cloth, gilt top, \$1; school edition, cloth, 60 cents. J. B. Lippincott Company, Philadelphia.

The book is not a reader, nor a text book, but is admirably suited for supplementary reading in school or home. It gives many interesting accounts of how people live in distant parts of the world of which we know but little. The little volume abounds in fine illustrations, and it is interesting and valuable to a degree. "Laws and Penalties Among Savage People," "The Arts of Travel and Transportation," "How the World Amuses Itself," "Among the World Worshippers," are a few of the subjects discussed. It would make a fine Christmas book for a small child, while older children would certainly enjoy it.

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**The Trinummus of Plautus.**

By H. R. Fairclough. 118 pages. Price, 60 cents, net. The Macmillan Company, New York.

Of the life of Plautus we know but little, but we do know that his plays show a great variety in subject-matter, characters, tone of thought and construction of plot, due to the natural versatility of the author and the extreme freedom with which he handled his Greek models. The present edition of the *Trinummus*, one of the most popular of Latin plays, is well suited for college use.

**The Elements of Hygiene.**

By Isabel McIsaac. Cloth. Illustrations. 172 pages. Price, 60 cents, net. The Macmillan Company, New York.

Hygiene is the science which treats of the laws of health; of man's habits and surroundings to determine how far they are helpful or harmful to his physical welfare. It is just by such sensible little books as this one that this important study is brought within the reach of pupils. To gain an intelligent idea of how food, air, water, drainage, clothing, occupation and exercise may affect our health is worth our effort. This effort will be lessened by the careful perusal of this volume. The book has an index and many useful cuts and charts.

**Stories and Rhymes for a Child.**

By Carolyn S. Bailey. Illustrations by Christine Wright. 194 pages. Milton Bradley & Co., Springfield, Mass.

A foreword in verse gives the key to the contents of the dainty book. It is for happy, well-placed children, who have pleasant homes, who can go into yards and gardens and become familiar friends with plants, shrubs and animal life. It is for those for whom the world is such a happy place, "with pleasant things to sing about and pleasant things to see; and other little children near and pleasant road to go, and many wondrous happenings which only children know." In stories of plants, insects, birds, animals, other children, these favored ones of earth are indirectly taught what graces to cultivate, what faults to avoid. Good, helpful reading for all ages.

Six full page illustrations, showing different situations in happy child life, are scattered through the book. Two are full of suggestions. One is of a little girl, curled up on a broad settle, intently reading a book. She knows

nothing of the view from the wide, low window behind or of her dolly slipping from its cart to the floor. The second is a bedroom scene. Here a little girl is warming her bare feet before an open fire and is looking steadily into the dancing flame. What does childhood see in the fire-light? Pictures of the future?

**Life in the Greenwood.**

By Marion Florence Lansing. Illustrated. 180 pages. Ginn & Co., Boston, New York, Chicago.

A bright, merry account of the adventures of Robin Hood and his green clad yeomen. With inimitable fidelity the charm of the free, happy-go-lucky life of the forest is portrayed. Frequent quotations from the ballads which form the basis of all Robin Hood stories serve to maintain the quaintness and picturesqueness of the plot and narrative. That it will lead children to seek and enjoy outdoor life and to find pleasure in meadow and wood there can be no doubt. In doing so it well fulfills the main purposes of the "Open-Road Library," of which it is a part.

**Der Schwiegersonn.**

By Rudolph Baumbach. Edited by Hedwig Hulme. Cloth, 16mo. 186 pages. Price, 40 cents; by mail, 45 cents. Ginn & Co., Boston, Chicago.

An interesting little story of life in a small German city. It introduces the reader to characters which are typically German and gives a very faithful picture of the social relations of the middle classes of Germany. The especial value of the book for study in the high school is in the unusual richness of the homely colloquial idiom in the conversational passages. The editor has made good use of the material thus offered for explaining, in the notes, the origin and meaning of many German expressions.

**The Teacher.**

By George Herbert Palmer and Alice Freeman Palmer. 395 pages. Price, \$1.50, net. Houghton-Mifflin Company, Boston.

The papers grouped under this title are the children of careful observation, accurate data, clear thought and just conclusion. All have a bearing upon some phase or problem of educational life. The first paper, "The Ideal Teacher," contains a scholarly and sympathetic treatment of the four characteristics every teacher must possess to insure him success. The Baconian precept might well be applied to the

reading of this article. Another paper. "Self-cultivation in English," limits itself to English as a tool and urges the use of exact English, improvement of every available opportunity for writing, thought of those addressed, forgetfulness of self in one's subject, and great perseverance.

In the section called "Harvard Papers" the question of college expenses, the advantages and limitations of the elective system are enriched with definite statements, figures, tables. The last paper, a fine pen picture of a learned but highly eccentric Greek professor, of brusque manner but kind heart, an example of plain living and high thinking, appeared some years ago in the Atlantic Monthly. Many will accord it the welcome accorded as an old and beloved friend. Mrs. Alice Freeman Palmer spent herself so freely in ministering to those with whom she came in contact that these papers, aside from a few poems, form her only formal written record. Well, to her belongs the honor of having helped by word, deed, personality, many in their daily needs, and of having raised them from lower to higher levels. As one reads her clear, charming, forceful articles on the reasons why women should go to college, on the three types of women's colleges, on the education of women in the nineteenth century, one can but wish this many sided woman had saved more of her sweetness and strength for those outside the sphere of her direct personal influence.

#### The Century Spelling Book.

By J. B. Aswell, Joe Cook and S. G. Gilbreath. Cloth, 182 pages. Rand, McNally & Co., Chicago, New York.

Three Southern educators, of national prominence, have combined their experience in producing this spelling book for the elementary schools. The result of their labors will receive more than ordinary consideration. And this it deserves.

In adopting the best modern methods for teaching orthography and orthoepy, the authors have not overlooked the old principles which have long been tested in the school room.

The word lists and directions for study have been arranged to cover the entire grammar school course from the second grade upward. Words have been selected because of their general use rather than with a view of giving the pupil a knowledge of terms which he will rarely if ever use in the ordinary affairs of life. The relation between the sound of a word and the order of letters in it is continually emphasized.

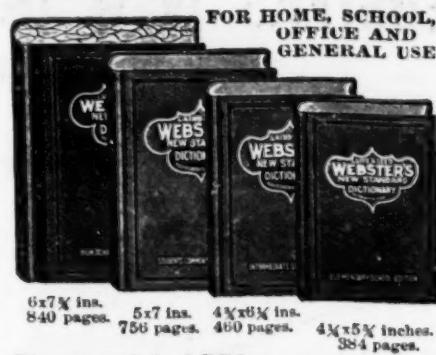
Diacritical marks, according to the system in Webster's International, are employed to insure accuracy in pronunciation. The pupil is drilled not only to understand but also to use the marks himself. Possibly the best feature of the book is in the directions and suggestions to teachers. It is insisted that not only must the eye, ear and the hand of the child be trained to recognize words, but the mind must absorb them so that they become a part of the child's vocabulary. Above all the use of the dictionary as the basis of all spellers is inculcated by continual references.

#### Pitman's Commercial Dictionary.

Boards, 3x4 $\frac{3}{4}$  inches. 376 pages. Price, 25 cents. Isaac Pitman & Sons, New York.

This comprehensive little desk dictionary has been compiled for the use of stenographers and others who are mainly engaged in commercial correspondence. Univocal words which present no difficulty as to pronunciation or spelling have been omitted, while many common abbreviations, signs and anglicized foreign expressions used in business, have been

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included in the lexicon proper. In the appendix a list of proper names, chemical elements, foreign phrases, rates of postage and a dozen other tables of commercial information have been added. The typography and paper are superior to that found in similar books.

#### The Hygiene of the School Room.

By William F. Barry, M. D. Third edition, cloth, 195 pages. Price, \$1.50. Silver, Burdett & Co., New York, Boston, Chicago.

In response to widely increasing interest in the important theme of school sanitation, the author has brought out this third revised edition of his successful and practical work, *The Hygiene of the Schoolroom*.

Its primary object, as suggested by the title, is to treat intelligently and helpfully sanitary problems vital to the schoolroom.

Its eighteen chapters treat in a clear, concise and practical manner the following salient features: The selection of school sites; general plans of buildings from a hygienic standpoint, including ventilation, heating, school furniture and lighting; the hygiene of the eye and ear; the treatment of the vocal organs and contagious diseases; medical inspection of schools; physical training and exercise; corporal punishment; temporary relief for sickness and accidents in the schoolroom; the teacher's health; and the care and development of defective children.

Dr. Barry not only points out the faults at present existing in modern schools, but suggests a remedy for these faults and shows how they may be prevented in the future. He gives also sufficiently comprehensive statistics to convince his reader of the unquestionable necessity of promoting hygienic conditions in schools.

Carefully studied and conscientiously put into practice, the principles in this book bid fair to revolutionize the hygienic phase of modern education and to bring about a sounder quality of citizenship through that radical remedy, the general medical inspection of public schools.

#### Advanced Physiology and Hygiene.

By Herbert W. Conn, Ph. D., Wesleyan University, and Robert A. Budington, Oberlin College. Illustrated. Cloth, 419 pages. Price, \$1.10. Silver, Burdett & Co., New York, Chicago, Boston.

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a physiology which the average high school pupil will enjoy reading.

It is intelligible; it talks to the high school boy in the direct, matter of fact tone of every day; it grasps his point of view. It tells him practical things that arouse his interest, things that have a real connection with his daily living. It explains the nutritive values of the various foods; what amounts of common foods constitute a proper day's ration; which food habits are beneficial, which are injurious. It shows the necessity of fresh air, cleanliness, sleep and exercise in the most convincing way, by making clear the scientific reasons which lie behind them. It sanely and vigorously explains the effects that the alcohol appetite is very naturally classed with disease germs as a menace to health and happiness.

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## Standard Guide for Locomotive Engineers.

By Edward Turner. Leather bindings. 198 pages. Price (vest pocket size), 75 cents. Laird & Lee, Chicago.

This little book is an illustrated pocket manual for the convenient use of railroad men and machinists, covering breakdowns, quick repairs on brake equipment, compound engines, injectors, lubricators, etc., standard rules for engineers and firemen, signals, and definitions of railroad terms.

The work contains seventy specially drawn illustrations, made under the supervision of the author, and a map with tables showing points at which railroads running east or west change from one time to another.

To any one interested in locomotives this handy guide will be of value, as it will not only enable him to give an intelligible account of all the parts and workings of the locomotive and its equipments, but will furnish necessary information for the prevention and quick repair of breakdowns of every description.

## American Business Law.

By John J. Sullivan, University of Pennsylvania. Cloth, 433 pages. Price, \$1.50. D. Appleton & Co., New York.

This book is a very concise and logical presentation of principles of business law. While the author confines himself to matters which come within the practical use of the ordinary

(Concluded on Page 28)

## TEXT BOOK NEWS.

Clinton, Mo. Bagley's classroom management has been adopted as the text for study in teachers' meetings.

The Houghton-Mifflin Company is publishing a remarkably strong list of professional books for teachers and students of education. In addition to the Riverside Educational Monographs, which are attracting wide attention, McMurry's "How to Study and Teaching How to Study," O'Shea's "Social Development and Education," Tyler's "Growth and Education," Draper's "American Education," and Ruediger's "The Principles of Education" are among the notable publications which this firm announces.

Laird & Lee's Supplementary Books have recently been placed upon the library lists of North Carolina and Tennessee. The books are meeting with recognition which they deserve.

The following high schools have adopted Isaac Pitman's Shorthand: Fall River, Mass., Little Falls, N. Y., Milford, Conn., Waverly, N. Y., Middletown, N. Y., Waterbury, Conn., Saratoga Springs, N. Y.

The following have adopted Pitman's Practical Course in Touch Typewriting: Whitman, Mass., Milford, Conn., Yonkers, N. Y., White Plains, N. Y., Port Chester, N. Y., Boston, Mass., Harlem evening high school for men, New York City, Washington Irving high school, New York City.

Tiffin, Ohio. Adopted Syke's elementary English composition, Webster's essentials in grammar and Wells' geometry.

Kern's Among Country Schools (Ginn) has been adopted by the teachers' reading circle of Alabama.

Waterman's Practical Aids to the Teaching of Civics has been adopted for supplementary use in Berkeley, Cal. Whitaker & Ray-Wiggin Company are the publishers.

The new Webster-Cooley course in English, just issued by Houghton-Mifflin Company, was adopted this summer before publication, after an examination of proof, by Atlanta, Ga., Asheville, N. C., and St. Joseph, Mo.

It is a rather remarkable fact that the first book to be entirely devoted to so vital a subject as the art of study should just now be published. Dr. Frank M. McMurry's "How to Study and Teaching How to Study," just received from the press of Houghton-Mifflin Company, bids fair to be one of the most popular books of the year for teachers' reading circles.

New York, Boston and Buffalo have adopted for evening schools Miss Sara R. O'Brien's English for Foreigners, published by Houghton-Mifflin Company.

Steubenville, Ohio. Brigham's geology (Appleton) has been introduced in the high school.

School Boards  
and  
The Dodge Geographies

When it comes to a point where six school boards, in six different sections of the country, almost simultaneously adopt a text on *unanimous vote*, it can point only to one conclusion—namely, that among texts of the kind, the first place is pre-eminently the right of the book so chosen. This has been the experience of the Dodge Geographies.

## Unanimously Adopted for the Chicago Schools

On the recommendation of Mrs. Ella Flagg Young, Superintendent, the Assistant Superintendents, and the District Superintendents.

## Adopted for Bay City, Mich.

On the unanimous vote of the Educational Committee, and of the School Board.

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Minneapolis, Minn. Rowe's Essential Studies in English have replaced Brown and De Garmo's text.

A unique tribute has just been paid to a book recently published by Thomas Y. Crowell & Co., "The Young Man's Affairs," by Charles Reynolds Brown. A lady in California asks that a copy be sent, at her expense, to every prominent college library in the United States.

Muscatine, Ia. The school board has taken the sale of text books for the public schools from the local dealers and will supply books at cost. Unreasonable demands on the part of the merchants led to the action.

The Eleanor Smith Music Course (American Book Company) has been adopted in thirty-three towns in Indiana, including Richmond, Evansville, Columbus and Gary.

The Practical Text Book Company, Cincinnati, has issued a new instruction and drill book in arithmetic. It is intended to furnish practical contractions in all ordinary calculations and to give the student not only the formulas, but also the reasons for short cuts. An exercise book, intended to accompany the instruction book, has also been published.

Crandall's First Year English, Huntington's Elements of English Composition and Ashley's American government have been adopted for the high schools of Bellingham Wash.

Springfield, O. The board has adopted the Natural geographies, Harper & Tolman's Caesar and the Champion spelling book.

## Headache

The use of **Horsford's Acid Phosphate** is especially recommended in the relief of Nervousness and Headache caused by impaired digestion, prolonged wakefulness or overwork. It acts as a general tonic and vitalizer, promoting digestion and restoring the nervous system to healthful vigor.

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#### He Objected.

A certain learned professor in New York has a wife and family, but, professorlike, his thoughts are always with his books.

One evening his wife, who had been out for some hours, returned to find the house remarkably quiet. She had left the children playing about, but now they were nowhere to be seen.

She demanded to be told what had become of them, and the professor explained that, as they had made a good deal of noise, he had put them to bed, without waiting for her or calling a maid.

"I hope they gave you no trouble," she said.

"No," replied the professor, "with the exception of the one in the cot here. He objected a good deal to my undressing him and putting him to bed."

The wife went to inspect the cot.

"Why," she exclaimed, "that's little Johnny Green, from next door!"

A teacher in a midland town in England is noted for his patriotic fervor. One day in class he turned to one of his pupils, an average English boy of twelve.

"Now, Tommy," said he, "tell us what you would think if you saw the Union Jack waving proudly over the field of battle."

"I should think," replied Tommy, "that the wind was blowing."

#### Wise.

"I guess our new teacher is wise to her job all right," remarked little William.

"What makes you think so?"

"All of us boys that picked out the back seats have been moved to the front seats."

#### The Tainted Nickel.

The superintendent of the Sunday school suggested that the children make up a Christmas basket for the poor and each child contribute 5 cents, earning it himself and herself.

When the class was gathered together the children were called up before the superintendent.

— Aus der Kinderwelt. "Hänschen, „Papa, was sind denn das für grüne Berge?"

— Vater: Weinberge, mein Kind. Dort siehst Du ja die Weinstücke." — Hänschen:

„Macht man davon Wein?" — Vater: „Ja, freilich, mein Kind."

— Hänschen: „Aber Papa, wo wachsen denn die Bierstücke?"

ent to tell how they had earned their nickel. When several of them had told, the superintendent asked, with his most benevolent smile, "Now, little Clara, tell us how you earned your money."

In childish pride Clara announced:

"Why, I made my nickel by carrying empty beer bottles down the cellar for papa." — Philadelphia Ledger.

#### Table of Values.

"Now, children," commanded the austere instructor in advanced arithmetic, "you will recite in unison the table of values."

Thereupon the pupils repeated in chorus:

"Ten mills make a trust.  
"Ten trusts make a combine.  
"Ten combines make a merger.  
"Ten mergers make a magnate.  
"One magnate makes the money."

While inspecting examination papers recently a teacher found various humorous answers to questions. A class of boys, averaging about twelve years of age, had been examined in geography, the previous day having been devoted to grammar. Among the geographical questions was the following: "Name the zones." One promising youth of eleven years, who had mixed the two subjects, wrote: "There are two zones, masculine and feminine. The masculine is either temperate or intemperate; the feminine is either torrid or frigid." — Philadelphia Inquirer.

#### What Education Will Do.

A railway company was erecting a line of new poles along a highway. One of the men engaged to fill in the dirt and clear up around the poles was an Irishman, new at the business and new to America. He had not got beyond his first pole, says the Philadelphia Times, but stood pondering how to dispose of the dirt which had filled the space now occupied by the pole.

His sense of the fitness of things must have been strong, for he was averse to piling the loose dirt around the base of the pole, as is the custom. A negro wayfarer stopped for a match, and the Irishman asked his advice.

"If I was a-doin' dat job I'd jus' dig a hole 'bout where you'ah standin' and shovel de dirt into it. Much 'blige!"

As the negro sauntered away the Irishman scratched his head and murmured:

"Well, it's not to be denied that eddication has been afther-r doin' a gr-r-eat deal for-r th' naygur-r!"

#### His Mistake.

The vender of images, who had been thrown out of a large office building, wept bitterly as he looked at his torn clothes and broken wares.

**T**HERE are only a few teachers who are not familiar with the merits of DIXON'S PENCILS. This is to remind you that it is not well to be in the minority. By sending a few postage stamps, and mentioning this publication, you may be made acquainted with the best this country affords.

**JOSEPH DIXON CRUCIBLE CO.**  
**Jersey City, N. J.**

"Who did this?" inquired the friendly cop. "I'll pinch 'em, if you say the word."

"No, it was my fault," said the victim, gathering up the remains of a plaster image. "I insisted on trying to sell a bust of Noah Webster to a meeting of simplified spellers." — Denver Republican.

#### The Cultured Cuisine.

"So your daughter has been to cooking school?"

"Yes."

"I suppose she has helped along the household economies?"

"Not exactly. She has made us appreciate our regular cook so much that we have to raise her wages every time she threatens to leave."

The eye of Willie's teacher was sad, for notwithstanding that he was her favorite pupil, he stood before her convicted of a theft of toffee from a fellow pupil.

It was his first offense, however, and a moral lecture, she thought, would fit the case.

"Bear in mind, Willie," she concluded, "that these temptations can be resisted if determination is used. Always turn a deaf ear to temptation."

Little Willie's lip trembled.

"But, teacher," he answered, "I ain't got a deaf ear."



"Tommy, spell deer."

"Does yer mean deer, an animal, or dear, a girl?" — *Life*.

## The Gilman Copy Book

is based on the free arm movement with a letter form of ideal simplicity, in the Medial Slant. It will be worth your while to send for a sample copy and see the peculiar advantages of this book with its copies on blue paper adjustable to the eye. 72 cts. per dozen.

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by Gustav G. Wenzlaff

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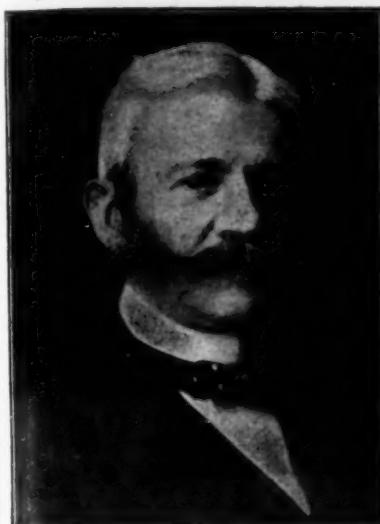
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### LEGAL NOTES.

Attorney General Bingham of Indiana recently submitted an opinion to Robert J. Aley, superintendent of public instruction, to the effect that a contract between a teacher and a township trustee is not binding when it does not definitely state the amount the teacher is to receive under it. The attorney general declares that the law is clear that a trustee cannot employ a teacher against whom a majority of the school patrons have entered protest. The question came up when Supt. Aley asked for the opinion as to the validity of a written contract between a teacher in Putnam county and a school trustee. The teacher made a partial contract with the trustee to teach school, but at the same time she did not take her license to the trustee, nor was she willing to insert in the contract the price per day for her services, since she was to get the benefit of additional pay for attending the midsummer institute. When the patrons heard that she was to teach their school they petitioned against her. The trustee asked to know whether the contract was or was not good.

Sparta, Ga. A ruling by Judge Lewis of the Ocmulgee circuit, in a recent case in Hancock superior court, is expected to have a most important bearing on school government in Georgia. Judge Lewis held that the principal and trustees may exclude any pupil from a public school if the school would be benefited thereby, current report being held sufficient ground for exclusion.

The case being tried was a suit for damages brought by the father of an eleven year old boy who had been excluded from the school upon the ground that he had negro blood in his veins. No effort was made at the trial to prove the charge, the only steps taken by the defense be-

ing to show that the report was widespread and commonly accepted as true.

Judge Lewis held that the trustees had a right to exclude pupils for a good and sufficient reason, and in his charge to the jury instructed them that if the trustees acted honestly and for what they believed the best interests of the school they could not be held liable, even though the truth of the report could not be proved. Judge Lewis further held that it was a question of good faith on the part of the principal and trustees, and they could not be held liable unless they acted maliciously and wantonly.

### COMING CONVENTIONS.

November 5-6. Northern Illinois Teachers' Association, eastern section, Supt. M. G. Clark, president.

November 6. The North Dakota Association of Science and Mathematics Teachers, at Mayville. Clyde R. Travis, secretary, Mayville.

November 12. New England Association of School Superintendents, in the Latin school, Boston, Mass.

November 12-13. Central Ohio Teachers' Association, at Dayton.

November 23-26. Virginia State Teachers' Association, at Richmond.

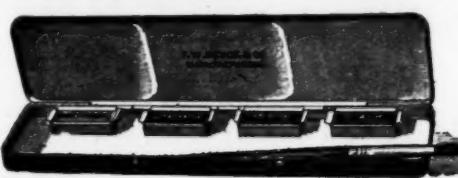
November 26. Massachusetts Teachers' Association, at Worcester. Mr. C. B. Ellis, president, Springfield.

November 26-27. South Kansas Teachers' Association, at Wichita, Kans. A. D. Taylor, chairman executive committee, Wichita.

November 26-27. Southwestern Indiana Teachers' Association, at Evansville. Supt. William O. Wilson, secretary, Mt. Vernon, Ind.

November 26-27. Southwestern Oklahoma Teachers' Association; place not selected; Miss A. E. Lane, secretary, Hobart, Okla.

November 26-27. Central Association of Science and Mathematics Teachers, at Chicago, Ill.



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Willis E. Tower, secretary, Englewood high school, Chicago.

November 26-27. Southwestern Oklahoma Teachers' Federation, at Hobart, Okla. Supt. T. B. Rybolt, Lawton, president; Miss A. E. Lane, Hobart, secretary.

December 1-3. National Society for the Promotion of Industrial Education, at Milwaukee. Fred W. Sivyer and C. F. Perry, local committee.

December 27-28-29. Arkansas State Teachers' Association, at Little Rock. Mayo Roscoe, recording secretary, Dewitt, Ark.

December 27-30. Colorado Teachers' Association, at Denver.

December 28-29-30. Illinois State Teachers' Association, at Springfield. Miss Caroline Grote, secretary, Macomb.

December 28-29-30. Southern Educational Association, at Charlotte, N. C. H. E. Bierly, secretary.

December 28-29-30. Missouri State Teachers' Association, at St. Louis. B. G. Shackelford, president, Cape Girardeau; E. M. Carter, secretary, Jefferson City.

December 28-29-30-31. North Dakota Teachers' Association, at Minot. Clyde R. Travis, secretary, Mayville, N. D.

December 29-30. Southeast Kansas Teachers' Association, at Pittsburg, Kans. Supt. A. H. Bushey, Pittsburg, chairman executive committee.

December 27-30. National Commercial Teachers' Association, at Louisville, Ky. Enos R. Spencer, chairman executive committee, Louisville.

December 28-29. Northwest Kansas Teachers' Association, at Stockton.

January 26-27, 1910. Ohio School Board Association, at Columbus. E. F. Svord, president, Columbus.

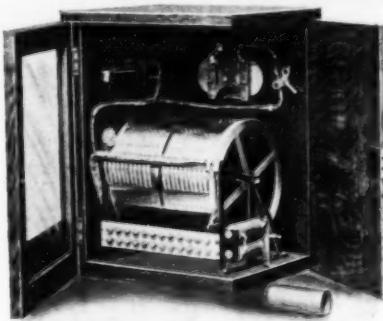
February 22-23-24. Department of Superintendence, National Education Association, at Indianapolis, Ind.



#### THE ELDRED AUTOMATIC BELL RINGER AND ITS USES IN SCHOOLS.

The school of today is the result of years of experience in developing the many appliances to carry on the work of education. The buildings are of fireproof construction instead of wood. The ventilation systems are complete and modern. The educational advantages are broad. The business end and management the very best, and is assisted by the various state and national conventions now in vogue.

There are many other things in use which are time savers and promote speed and teach promptness. The old tower bells have been taken down and given way to the electric bells, and now these bells can be rung by machinery. This device is one of the most interesting appliances in the school. It will ring bells automatically at prearranged periods. It relieves some one of the arduous duty of constantly watching



Eldred Automatic Program Bell Ringer.

the clock and pressing the different buttons at the end of class periods. This work generally falls upon the teacher, principal or student at the annoyance of all concerned.

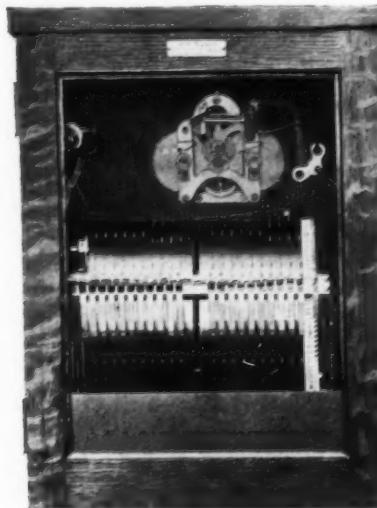
It distracts the principal from his duties.

It hinders the teacher and takes her time.

It annoys the class and the student loses his attention in his studies.

It has fallen upon some one to devise something simple and reasonable in price, and, above all, something dependable.

There have been on the market articles of a similar nature, but the prices have been more than the average school could afford. The consequence is the annoyance above noted and irregular signals.



Eldred Automatic Bell Ringer (case closed).

The Eldred automatic bell ringer has opened up a new field for its work on account of its varied accomplishments, and undoubtedly will cut quite a figure in the business.

It has all of the advantages of the modern devices and, besides being able to ring any

number of bells independent of one another, it can operate secondary clocks in various departments, open valves and dampers and close them again at certain periods, and operate electric time stamps and recorders, which give the complete date to the very minute.

At night, Saturday and Sunday the bells are automatically silenced to avoid any unnecessary noise.

Push buttons can be mounted upon the side of the cabinet and so arranged that each bell may be rung at will. It is further equipped with a master button to ring all bells at once.

A fire alarm signal can be introduced in connection with the same bells and may be operated by fire boxes or push buttons located in convenient places about the school. The bells will ring three short rings and repeat several times automatically.

Whistles and horns are also operated, and almost any combination of the above apparatus can be attached.

There seems to be no limit to the service this new device can be put to, and as time goes on new applications will be made.

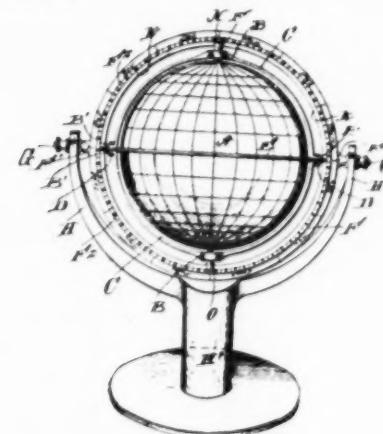
Mr. H. M. Eldred recently installed two outfits in the new graded schools of Milwaukee and in the high school at Painesdale, Mich.

Electric self-winding master clocks or eight day key wind master clocks are furnished to operate the above, and Schwarze bells are being used entirely on account of their being made both dust and weather proof.

In sending in inquiries it is especially asked that a complete schedule of each bell be given and also a list of all other apparatus desired to work with it.

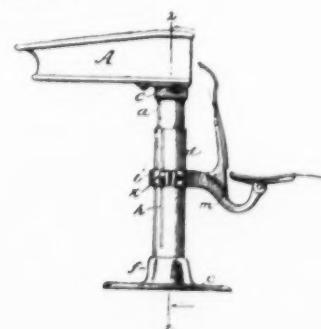
#### RECENT SCHOOL PATENTS.

*Educational appliance.* Thomas I. Galloway, Menard, Ill.



An educational appliance, comprising a globe with the polar axis, semi-circular bars in which the ends of the polar axis have bearings, a graduated band passing about the equatorial circumference of the globe and fastened to the ends of said bars, a graduated flanged band passing about the polar circumference of the globe, said equatorial ring having grooves therein which are engaged by the flanges on the band about the polar circumference of the globe, and gear mechanism for causing the globe to rotate upon its axis as a partial rotary movement is imparted thereto.

*School desk furniture.* John A. Wilkinson, New York, N. Y.



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First: The Victor is equipped with hardened steel type, whose lines are as perfect and sharp as it is possible to make them.

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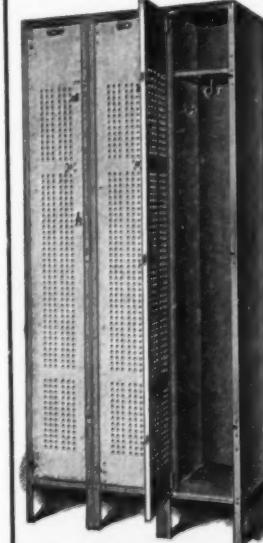


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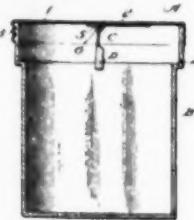
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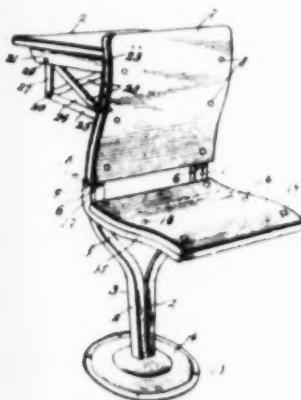
A desk having a supporting standard consisting of a telescoping leg, and a seat carried by said leg by means of a releasable clamp, said clamp also serving to lock the telescopic leg in the adjustment desired; substantially as described.

**Ink well.** Oscar Nolin, Golden, Colo. As a new article, an ink well having a top formed with a dipping opening and a pendant journal bearing at each end of the dipping opening and a rigid closure member having a right angled shape, formed with pintles projecting from the



angled portion for engaging the journal bearings on the under side of the top, one portion of the said right angled closure member being shaped to close solid against the under side of the top over the dipping opening, the other portion of said angled member being weighted and adapted to close up solid against the under side of the top so as to limit the downward swing of the closure member.

**Combined school desk and chair.** Henry J. Siems, Seneca, Kans.



A chair or seat comprising a base, a frame composed of two parts having their lower ends brought together and united to the base to provide a standard and their upper ends spread

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apart to provide back supporting members, a back attached to the latter and a seat.

**NEW CATALOGUE.**

The perfected product of thirty-seven years of successful effort in the manufacture of gymnasium apparatus is described and illustrated in a new catalogue of the Medart Manufacturing Company of St. Louis.

Mr. Fred Medart was the first man in the United States to make a business of the sale of apparatus and supplies for athletic purposes. He secured the first patent for a gymnasium device, and has originated more than twenty pieces of apparatus or distinct improvements, and it is safe to say that he stands today at the head and front of all the progressive inventors and manufacturers of gymnasium materials in the country.

Each of the three hundred separate articles listed in the new catalogue is illustrated by a half-tone engraving. Descriptions give details of construction and use, and include shipping weight and cost. The line includes playground apparatus, general athletic supplies and natatorium equipment.

The Medart company is prepared to assist architects and school authorities in planning gymnasiums and equipping them to the best advantage. This expert service is entirely free of charge, and covers suggestive arrangements and rearrangements for equipments of varying cost.

Copies of the catalogue and full information will be sent upon request to the Fred Medart Manufacturing Company, St. Louis, Mo.

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When first manufactured, ink powders were not always satisfactory, because a sediment frequently formed in the bottom of the receptacle after the liquid stood a month or more. This difficulty has been entirely obviated in the new Mason ink powders, which dissolve completely and form a writing liquid that will not thicken in the wells nor gum on the pens. For ordinary use it is packed in capsules containing sufficient powder for two ounces of ink. Eight colors, black, red, orange, yellow, green, blue,

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**NOTICE TO BIDDERS.**

Notice is hereby given that the Board of Education of the City of Muskogee, of the State of Oklahoma, will receive bids on or before twelve o'clock noon, December 6, 1909, for the complete furnishing of three School Buildings, the Central High School, the Manual High School for Negroes and the Irving School (ward building), said furnishings to include pupils' desks, teachers' desks, slate blackboards, manual training and domestic science equipment. Bidder will specify goods and equipment and submit prices, including delivery in Muskogee. Data concerning buildings may be received from Charles Dawson, Architect, Muskogee, Oklahoma. Board reserves the right to reject any or all bids.

By Order of the Board of Education.  
EDWIN S. MONROE, Clerk.

*Alabama.*

Sulligent—School will be erected to cost \$10,000.

*Arkansas.*

DeWitt—A 2-story school will be erected. Camden—Contract has been let for school. Pigott—School will be erected; cost, \$20,000. Marshall—Site has been purchased for a public school.

*California.*

South Pasadena—Archt. Norman F. Marsh, Los Angeles, has plans for school. San Diego—Training school will be erected. Saugus—Archt. Julius Krause, Los Angeles, has plans for school. Marysville—High school and two grammar schools will be erected. San Francisco—Site has been purchased for proposed Lowell high school. Artesia—Propose erection of school. Los Angeles—Archt. Julius Krause has plans for an 8-room school.

*Colorado.*

Colorado Springs—Manual training school will be erected. Montrose—School will be erected; cost, \$10,000.

*Florida.*

Quincy—County high school will be erected. Pensacola—Plans have been prepared for an 8-room school.

*Georgia.*

Decatur—Archt. E. C. Wachendorff, Atlanta, has plans for school. Americus—Site has been selected for a school; cost, \$20,000.

*Illinois.*

Industry—Archts. Reeves & Baillie, Peoria, have plans for township high school. Monmouth—Contract was let for high school. Chicago—Propose erection of commercial high school in business district; Dwight H. Perkins, architect for the board of education. Jefferson—School plans revised; cost, \$135,000. De Kalb—State Archt. W. C. Zimmerman, Chicago, has plans for school at Northern, Ill., Normal School. Genesee—Working plans for high school ready; Patton & Miller, architects; cost, \$45,000. Chicago—Architect W. J. Brinkman has plans for 18-room school; cost, \$60,000.

*Indiana.*

Mishawaka—Contract was let for high school. Lagro—Archts. Griffith & Fair, Ft. Wayne, have plans for eight-room school. Elkhart—Will build \$100,000 high school next year.

*Iowa.*

Afton—School will be erected. Perry—Archts. Dieman & Fiske, Cedar Rapids, have plans for high school. Mitchell—Contract was let for school, district No. 4.

*Kansas.*

Winfield—Archts. J. H. Felt & Co., Kansas City, have plans for high school; \$70,000. Kingsley—Two-story school will be erected. Wamego—Archts. J. H. Felt & Co., Kansas City, Mo., have plans for high school; \$20,000. Arkansas City—Propose issuance of bonds for high school. Forster—School will be erected. Almena—School will be erected.

## Gymnasium Supplies

Our new 112-page catalog, just issued, covers everything used in the gymnasium.

This catalog is of value for the information it contains and as a guide to the proper equipment of the gymnasium.

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*Kentucky.*

Frenchburg—Archt. J. L. Beatty, Pittsburg, has plans for 2½-story school to cost \$70,000. Louisville—Archt. B. B. Davis has plans for school to cost \$150,000.

*Louisiana.*

New Orleans—Site was donated for school. Shreveport—Plans have been prepared for high school. Lake Charles—Plans have been prepared for school.

*Maine.*

Lewiston—Science hall plans, Bates College, in preparation; Henry D. Whittfield, architect, New York; \$50,000.

*Maryland.*

Smithsburg—3-room school will be erected.

*Massachusetts.*

Revere—A 4-room school will be erected. Lawrence—Archt. James Flanagan has plans for a 15-room school.

*Michigan.*

Baldwin—A 5-room school will be erected. Detroit—Archts. Malcolmson & Higginsbotham have plans for a 16-room school, Burns and Goethe avenues.

*Minnesota.*

Troskey—A 2-room school will be erected. Hancock—Archt. R. E. Marshall, Minneapolis, has plans for 2-story school to cost \$20,000. Elendale—Archt. R. E. Marshall, Minneapolis, has plans for 4-room school to cost \$4,000. Chisholm—Archts. F. L. Young & Co., Duluth, have plans for a 2-story school. Duluth—Archt. F. G. German has plans for a 3-story manual training school building. Archt. W. A. Hunt has plans for Fairmont school.

*Mississippi.*

Lambert—School will be erected. Greenville—Contract was awarded for school.

*Missouri.*

Kansas City—Archts. Eisentraut & Co., Kansas City, Kans., have plans for a 2-story parochial school to cost \$10,000. Fordland—Archts. Reed & Heckenlively, Springfield, have plans for a 2-story school. St. Louis—A 3-story school will be erected on Ashland avenue; W. B. Ittner, architect; \$200,000. Caruthersville—Archts. Miller & Opel. Jefferson City, have plans for a 3-story high school. Blairstown—School will be erected. Hannibal—Propose erection of school.

*Montana.*

Couteau—School will be erected.

*Nebraska.*

Lexington—Archts. J. H. Felt & Co., Kansas City, Mo., have plans for a high school and a ward school. North Bend—Propose erection of school to cost \$30,000. Peters—School will be erected.

*New Jersey.*

Newark—Archt. Ernst F. Guibert has plans for commercial and manual training high school. Garfield—Propose issuance of bonds for erection of a public school. Keyport—Archt. Henry Young has plans for a 3-story school to cost \$22,000. Ashland—School will be erected. Millburn—Archt. R. C. Hutchinson, New York, has plans for a 2-story school; cost, \$17,000. Morristown—High school will be erected; cost, \$75,000. Fords—Archt. J. N. Pierson & Son have plans for a 2-story school. Brunswick—Archts. Franklin & Ayres have completed plans for chemistry building, Rutgers College; \$40,000.

*New York.*

Lynbrook—Archt. Wm. H. Spaulding, Jamaica, has plans for a 2-story school; cost, \$35,000. Auburn—Plans completed for two grade schools; S. N. Hillger, architect. Buffalo—Parochial school will be erected; cost, \$40,000. Greenport—Contract was awarded for an 8-room school. Albany—High school will be erected; cost, \$400,000. La Salle—Contract let for school; C. R. Phelps, architect; Niagara Falls, cost, \$20,000. Buffalo—Archt. H. L. Beck has plans for school No. 59; cost, \$60,000.

*North Dakota.*

Berthold—School will be erected. Dickinson—School will be erected.

*Ohio.*

Norwood—School will be erected. Clinton—School will be erected. Lucasville—A 2-room

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Ninth and Broadway  
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school will be erected. Athens—School will be erected. Plainville—Archt. John Richards, Cincinnati, has plans for 2-story school; cost, \$15,000. Little Hocking—School will be erected, sub-district No. 11. Akron—Archts. Harpster & Bliss have plans for \$25,000 12-room school. Portsmouth—High school will be erected. Cincinnati—Holy Family school to be remodeled and added to; cost, \$20,000. Mt. Cory—Architects Harpster & Bliss, Akron, will prepare plans, cost to be \$25,000. Sycamore—Archts. Howard & Meriam, Columbus, have plans; \$20,000.

*Oklahoma.*

Harrah—Archt. T. J. Galbraith, Chickasha, has plans for 2-story school. Campbell—School will be erected. Cyril—Archt. Harold Macklin, Chickasha, has plans for a 2-story school; cost, \$5,000. Cleveland—Archt. Geo. E. McDonald has plans for high school; cost, \$20,000. Wilburton—\$45,000, bonds, were voted for school. Enid—Propose erection of high school. Okmulgee—School will be erected. Bristow—School will be erected; cost, \$25,000. Kellyville—School will be erected; Mannford—School will be erected. Chilocco—A building for the Indian school will be erected. Rush Springs—Contract let for school. Lindsay—School will be erected. Yukon—Archt. J. W. Vogel, El Reno, has plans for addition; \$12,000.

*Oregon.*

Brownsville—School will be erected; cost, \$16,000.

*Pennsylvania.*

Pittsburg—Archt. Chas. Bickel has plans for 4-story school to cost \$150,000. Emaus—High school will be erected. Franklin—A 4-room school will be erected. Independence—A 2-room school will be erected. Philadelphia—Contract was let for 4-story school. West Chester—Propose erection of parochial school; \$25,000. Philadelphia—Archt. Geo. I. Lovatt has plans for 3-story school; \$50,000. Natrona—Archt. John T. Comes, Pittsburgh, has plans for a 2-story parochial school. Enola—School will be erected; cost, \$13,000. Pittsburgh—Archt. John T. Comes has plans for St. Ladislaus parochial school at Natrona; cost, \$25,000.

*South Carolina.*

Aiken—School will be erected; cost, \$7,000.

*South Dakota.*

LeBeau—School will be erected. Redfield—School will be erected. Highmore—School will be erected.

*Texas.*

Hereford—Archts. D. F. Kaufman & Son, Amarillo, have plans for school; cost, \$25,000. San Saba—School will be erected. Beaumont—Plans will be received for three schools. Laredo—School will be erected; cost, \$20,000. Brady—Propose erection of ward school. El Paso—School will be erected in Grand View addition. Paducah—School will be erected; cost, \$25,000. Eagle Pass—School will be erected; cost, \$30,000. Luling—\$10,000, bonds, have been voted for school.

*Utah.*

West Ogden—School will be erected.

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**Vermont.**  
Barre—Archt. F. A. Walker has plans for a 2-story school; cost, \$30,000.

**Virginia.**  
Petersburg—Sites have been purchased for two schools. Holland—School will be erected.

**Washington.**  
Deming—Contract has been let for a 2-story school.

**West Virginia.**  
Morgantown—Archt. F. H. DeArment, Pittsburgh, has plans for a 2-story school; cost, \$40,000. Glenville—A 3-story school will be erected.

**Wisconsin.**  
Marshfield—School will be erected. Berlin—\$20,000, bonds, were voted for school. White-water—Archts. Van Ryn & DeGelleke, Milwaukee, have plans for 3-story school; \$50,000. Hustisford—Archt. F. L. Lindsay, Oshkosh, has plans for 2-story school; \$12,000; Milwaukee—An additional high school for east side district is proposed; cost, \$325,000. New London—Archt. H. W. Bremming, Milwaukee, has plans for school; \$20,000. Island Lake—School will be erected. Fond du Lac—Archts. Patton & Miller have plans for addition to high school; cost, \$250,000. Colby—Archt. John D. Chubb, Chicago, has plans for an 8-room school. Madison—Claude & Starck have prepared plans for 8-room school; \$14,000.

**Wyoming.**  
Cheyenne—School will be erected.

**OPEN AIR SCHOOLS NEEDED.**  
Only Eleven Provided for 273,000 Children.

If the percentage of tuberculosis children recently ascertained by an investigation in Stockholm, Sweden (1.61 per cent), were applied to the schools of the United States, there would be 273,700 children between the ages of 8 and 15 who are positively affected with tuberculosis, according to a statement issued last month by the National Association for the Study and Prevention of Tuberculosis. As contrasted with this

figure, there are only eleven open air tuberculosis schools in the entire country.

Special schools for tuberculosis children have been established in Providence, Boston, New York, Rochester, Washington, Hartford, Conn., Chicago and Pittsburgh. New York has three schools and Washington, D. C., two. The Board of Education of New York City is proposing to establish three more, and similar institutions are planned in Detroit, Buffalo, Philadelphia, Cincinnati and Newark, N. J.

At the lowest estimate, however, even with all the schools now in operation and those proposed, accommodations will not be provided for 4 of one per cent of the children who need special treatment. In a large number of cities, children with tuberculosis are excluded from the public schools, but in most instances no special provision is made for them. The National Association declares that children who are afflicted with tuberculosis are a menace to the health of their schoolmates. Both on this account and because they are frequently unable to keep up in their work, special schools are needed. Every city should provide at least one well equipped class room of this sort for each 25,000 population.

In cities like Providence, Boston and New York, where outdoor schools have been conducted for two years, the results obtained from the treatment of children in special open air schools seems to show the great advantage of these institutions. This, coupled with the experience of Waldschulen in Germany and fresh air schools in England, proves that children can be cured of tuberculosis and keep up with their school work.

**School Lands.**  
Illinois received one section in every township from the general government for school purposes, amounting to 1,006,720 acres. All this has been sold except 7,257 acres; 999,463 acres were sold

and the amount now on hand realized from this is \$7,929,387, says the Farm Home. The average price per acre was \$7.75. If this land had been kept until now its rental would have brought a greater revenue than the interest on the proceeds has produced, and it could now be sold for an average price of \$100 per acre, or for \$99,946,300. The income on this at four per cent would be \$3,979,852.

The school lands unsold are valued at \$11,159,826, or \$157 per acre. Most of the unsold land is in Chicago, and the estimated valuation may at first thought seem to have been placed too high.

Had none of the school lands been sold, the schools might now have a total income of \$4,580,710, or \$4 for every child enrolled. The income for each child enrolled now is only ninety cents.

The new state of Oklahoma is about to decide the question whether its school lands shall be sold or whether they should be kept and leased.

Oklahoma received two sections of land in every township. It is a safe prediction that if she keeps her school lands for twenty years, she will receive yearly more income from the land, and at the end of twenty years most of her schools will be supported without any taxation.

Mr. Robert Moore has been elected president of the St. Louis school board to succeed H. C. Garneau. Mr. Moore has been a member of the board since 1897 and served previously as vice-president. By profession he is a civil engineer.

Topeka, Kans. "Schoolhouses for school purposes" is the policy enunciated by the board of education in acting on requests for the use of the buildings as meeting places of political and religious organizations.



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Mention this publication

**THE TENURE OF THE TEACHER'S POSITION.**

(Concluded from Page 7)

right to dismiss a teacher after thirty or sixty days of notice. Teachers are human, like other people, and need the requirement of good work to secure permanency of employment. Third, school boards, upon approval of proper authority, should be given power to increase salaries beyond the present year increase of their district to retain the services of a valuable teacher. The item of a few hundred dollars is little compared to the value of the influence of a strong, capable teacher and citizen.—E. T. Mathes, Principal State Normal School, Bellingham, Wash.

**Illinois Text Book Law.**

The Illinois law relating to the adoption of text books that became operative July 1, 1909, provides, among other things, that:

1. Text books may not be changed more often than once in five years.
2. Text books may not be changed in the middle of the school year. All changes must go into effect at the beginning of the first term of school after the summer vacation.
3. Before adopting text books the school directors must advertise for bids by publishing a notice once a week for three consecutive weeks in one or more newspapers of general circulation published in the district.
4. The school directors may require the person or persons with whom they may contract for furnishing text books to enter into a good and sufficient bond for the faithful performance of any such contract.
5. In making contracts for a change of books the school directors shall require publishers or contractors to take up in part exchange the books then in use for at least 50 per cent of the original price paid by the pupil for the books.
6. A publisher who desires to offer a text book for sale for use in the public schools must first file two official sample copies in the office of the superintendent of public instruction. The text book must not be sold to patrons at a price in excess of the amount fixed. Up to October 15 but one publisher had qualified to transact business in Illinois.

**TEACHERS FOR HIGH SCHOOLS.**

That the unpreparedness of teachers is the cause of boys and girls leaving the high schools is not frequently considered in the discussion of the student “mortality” problem. That it is a factor no school man will deny.

“The common tendency,” writes the editor of the Pittsburg Post, “to take young men and women fresh from college or university and with little or no experience in teaching children to fill out the corps of high school teachers begins to bear evil fruit the first month or two of the school year. Many pupils drop out of high school discouraged. Many of them are unprepared for the work or cannot adapt themselves to the changes in subject and method en-

countered. Here is a situation to handle in which experience in teaching far outweighs the most erudite scholarship. Tactful dealings with the discouraged, judicious approval and help as well as sharp censure and the spur are needed.

“It is a bad idea in more ways than one to have only the teacher coming down out of college to meet the child coming up out of the common schools. Neither understands the other, and much lost motion accompanies the getting acquainted.

“The high schools, to their own great detriment, are quite generally much like colleges. They are redolent with collegiate educational aims and ways when they ought to be imbued with the more humane and simple democracy, directness and sympathy of the common schools.

“Another very vital objection to preferring college graduates without experience to teachers promoted from the grades is the limit thus put on the ambition of the latter. Were grade teachers given the preference where they have the education and ability they would be inspired to seek these choice berths to take an interest not only in the high schools, but in such professional effort as would make them eligible for selection.

“It takes vastly more than academic mastery of the subjects presented to teach in any grade, from the kindergarten to the university. This axiom of education, however, will come as a sort of revelation to a vast number of people, both inside and outside the ranks of those who administer our schools. This ignorance is one great reason why so many children quit school before completing their course.”

**American Business Law.**

(Concluded from Page 21)

business man, the treatment is remarkably comprehensive and complete. In the first section the law of contracts is taken up at length. The succeeding parts discuss: Agency, Partnerships and Corporations, Personal and Real Property, Suretyship, Guaranty and Insurance, and the Estates of Decedents. The author rightly believes that business law is worthy of study by every one. Aside from its usefulness, it should appeal as a wonderful monument of learning. “It is a co-ordinated science,” he writes, “which combines the exactness of logic with such flexibility that it can be adapted to meet the ever changing needs of the commonwealth.” He strives not merely to give the reader an understanding of the legal rules, but also of their justice, wisdom and harmony. He impresses the fact that they have been shaped under the pressure of economic, social and political conditions, that they represent the experience of generations, and, above all, that they are based on moral right and wrong.

**A Primer of American Literature.**

By Abby Willis Howes. Cloth. 147 pages. 14 portraits. Price, 50 cents. D. C. Heath & Co., Boston.

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In this primer the author has achieved her aim—“to be simple, orderly, clear, to tell a few facts in such a way that there need be no confusion in the minds of the readers.” Another may justly add that working toward this aim may have helped the author to acquire her pleasing style and to understand the art of selection. The lists of important events for each period, the suggested readings, the fourteen portraits, the index, are other noticeable and noteworthy features.

**The Way of the Clay.**

A brief outline course in clay modeling, with illustrated designs. Milton Bradley Company, Springfield, Mass.

Children can learn to write and to draw, then why can they not learn to model in clay? In each and all the mind expresses itself through the hand. Clay is more plastic than dirt, in which, time out of mind, children have made much that delighted them. Many good qualities are claimed for Bradley’s composite clay.

In this course the sphere, the hemisphere, ovoid, cone, cylinder and cube are given as normal types. Some basic forms are given with each normal type, under the sphere cones, snow man, sugar bowl, beads, under the cone; carrot, sea shell, Indian wigwam. It is thought that if two periods are given to each of the six lessons, these followed by working out of original designs under each normal form, sufficient work has been suggested to cover a term’s work in clay modeling. The texture of the paper in this pamphlet and the shading of the designs are most attractive.

**A Fifth Reader.**

By Joseph Wade and Emma Sylvester. 352 pages. Price, 65 cents. Ginn & Co., Boston, Chicago.

A cursory glance over the table of contents gives a thrill of anticipation. Authors, claiming England, Scotland, France, the United States as fatherland, have been asked for their best. The selections show a wide range of subject. John Tyndall has written of clouds, rains and rivers; Maupassant has given a most pathetic tale in “A Piece of String;” a bit of autobiography appears from the pen of Benjamin Franklin; adventure breathes through every paragraph of William Black’s “The Four Macnichols;” we are again stirred and subdued by Lincoln’s inimitable “Gettysburg Address.” One lingers over Milton’s “May Morning,” rich with choice adjectives; over Tennyson’s exquisite “Crossing the Bar;” over Bayard Taylor’s “Song of the Camp,” when all the men sang “Annie Laurie.” It is almost invidious to make selections from matter that must do much in “the formation and development of a correct literary taste.”

## CONTRIBUTIONS WANTED

Throughout the country there are superintendents and school board members who read the School Board Journal, who are doing interesting and important things in organizing and conducting public schools and are grappling with and solving every kind of administrative problems.

The School Board Journal wants more articles from such men, telling what they know is being done, and extends to them a cordial invitation to send in articles.

It also extends an invitation to such men who are in a position to know or who can put themselves in a position to know about unusual school conditions, to write about them.

To make an article which will be read with interest by school men, it is by no means necessary to be a clever writer. It is simply necessary to have definite, interesting, and useful things to say, based on accurate information and correct principles. Plain sense and practical utility are the highest essentials for writing on school administrative subjects.

The School Board Journal wants to hear from everyone who knows something interesting about school boards, school organization or school architecture and will gladly pay for such contributions.

### POINTS IN SCHOOL REPORTS.

The Cincinnati bureau of municipal research has prepared a preliminary report suggesting to the board of education a method of preparing its annual reports. "In view of the extensive discussion of the subject in recent years," writes the bureau, "and in view of the unanimity of opinion among educators that the need of adequate and uniform school reports is one of the urgent current educational problems, it is unnecessary to present arguments on this score. While it is beyond question that the fundamental problems of school administration are practically universal, and therefore capable of being presented in substantially the same form of reports, it is also true that there are many differences in conditions, organizations, laws, etc. There are also questions of purely local interests which should not be omitted from a report."

Following this idea the bureau suggests three major groups in a report: First, statistical tables that will apply universally; secondly, tables that will apply to a considerable number of schools, and, third, tables of a purely local character and nature. There should be a single plan, and the department of education should be covered as a whole instead of isolated reports of different officials and branches of the department. The bureau holds that in gathering data service ought to be the prime consideration. As an instance it is set forth that the amount of fuel should be given as to the thousand cubic feet heated, so as to allow of comparison.

It is also recommended that there should be a definition of terms used in a report and a description of the method used in collecting data. Divisions of a report would be:

List of officers, members and committees.

Organization of department.

Summary of progress during year.

Discussion of work of department during year.

Recommendations.

Statistical report.

The bureau gives this suggested list of tables for the statistical part of the report:

Receipts and expenditures.

Assets and liabilities.

Plant and equipment.

Instruction and superintendence, including enforcement of attendance.

Census.  
Enrollment and attendance.

Enforcement of attendance.

Ages, grades and promotion.

General summary.  
Estimates.

While the board is governed in its actions by the state accounting law, the suggestions of the bureau are being carefully considered.

### RECENT PUBLICATIONS OF INTEREST.

(Concluded from preceding page)

*Connecticut School Report, 1906*, cloth, 299 pages. Contains the reports of Hon. Charles D. Hine, secretary of the state board of education, statistics of the public schools and public libraries. An interesting section is the report of the commission on trade schools and vocational education.

*Connecticut School Reports for 1907, 1908, 1909*. Compiled by Hon. Charles D. Hine, secretary of the state board of education. Cloth, 666 pages. Issued by the state. Contains complete statistics of the state public schools, libraries, normal schools, etc.; also report of the state commission for revising the school laws, and addresses delivered before conventions of state school boards and superintendents. A valuable volume.

*School Manual*, Princeton, Ill. Prepared by Supt. G. W. Gayler. Paper, 59 pages. Includes the annual report, a study of the age and grade of children, general information and the rules of the board.

*The Mesabi, 1909*. Issued under the direction of Supt. Lafayette Bliss, Virginia, Minn.; 9x11, paper, 136 pages, illustrated. Most unique and interesting as a school annual. It is profusely illustrated with portraits, class groups, schoolroom interiors and general views. General problems and policies of the schools are discussed by Supt. Bliss.

*Biennial School Report of Joplin, Mo.*, for the school years of 1907-8 and 1908-9. Paper, 112 pages. Issued by the board of education. Contains statistical reports, courses of study, rules and regulations, etc. Supt. G. V. Buchanan discusses current problems. The illustrations of classes in domestic science, manual training, chemistry, botany, etc., are interesting.

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*Novels and Children's stories, 1908-9*, issued by the Connecticut public library committee, Hartford. Contains a list of new novels and short story books issued during 1908 and 1909, suitable for school and public libraries.

*Helps and Library Work with Children*. Document 3—1909, issued by the Connecticut public library committee, Hartford. A helpful list of publications containing reading lists and other material for teachers and library workers.

*Town Management of Public Schools, Chapter 146, Connecticut Acts 1909*. Document 10—1909, issued by the Connecticut state board of education.

*Catalogue of Graduates, 1895-1909*, state normal training school, New Haven, Conn. Document 9—1909, issued by the Connecticut state board of education, Hartford.

*Newport, R. I., School Report for 1908-9*. Paper, 77 pages. Includes the report of Supt. Herbert W. Lull.

*Library Suggestions*, issued by the agricultural department of the University of Minnesota. Contains a selected list of books suitable for an agricultural library. Will be found most suggestive to school authorities in making up school and home libraries.

The archdiocese of New Orleans has re-adopted Myers' mediaeval and modern history (Ginn & Co.) for four years.

The city of New Orleans has adopted for use in the second grade Arnold's *With Pencil and Pen* (Ginn).

*Tompkins' Philosophy of School Management* (Ginn) has been adopted by the teachers' reading circle of Tennessee.

The University of Minnesota and the University of Arizona have adopted Hawkes' advanced algebra (Ginn).

*Hodge's Nature Study and Life* (Ginn) has been adopted by the teachers' reading circle of Louisiana.

# BEST MAGAZINE BARGAINS FOR 1910

## SPECIAL QUOTATIONS ON APPLICATION

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Everybody's ..... 1.50	Delineator ..... \$1.00	\$4.25	Country Life ..... \$4.00	\$4.95
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St. Nicholas ..... \$3.00	School Board Journal .... 1.00	\$3.00	Independent ..... \$3.00	\$2.75
Century Magazine ..... 4.00	Technical World ..... \$1.50	\$3.00	Success ..... 1.00	Our Price
School Board Journal .... 1.00	World Today ..... 1.50	Our Price	School Board Journal .... 1.00	Our Price
Educational Review .... \$3.00	Woman's Home Companion ..... \$1.50	\$1.90	Putman's Magazine .... \$3.00	\$5.15
School Board Journal .... 1.00	School Board Journal .... 1.00	Our Price	Scribner's Magazine ..... 3.00	Our Price
World Today ..... \$1.50	Scientific American ..... \$3.00	\$3.60	School Board Journal .... 1.00	
School Board Journal .... 1.00	School Board Journal .... 1.00	Our Price	McClure's Magazine .... \$1.50	\$3.25
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School Board Journal .... 1.00	School Board Journal .... 1.00	Our Price	School Board Journal .... 1.00	
World's Chronicle ..... \$1.50	Collier's Weekly ..... \$5.20	\$5.00	Education (new) ..... \$3.00	\$3.25
School Board Journal .... 1.00	School Board Journal .... 1.00	Our Price	School Board Journal .... 1.00	Our Price
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E. W. A. Rowles. .... Chicago  
Atlas School Supply Co. .... Chicago  
Goder-Heimann Co. .... Chicago  
L. A. Murray & Co. Kilbourn, Wis.

## APPARATUS—SCIENTIFIC.

McAllister, Mfg. Opticians,  
Dept. 15. .... New York  
Columbia School Supply Co. .... Indianapolis, Ind.  
C. H. Stoelting Co. .... Chicago  
McIntosh Stereopticon Co. .... Chicago  
Goder-Heimann Co. .... Chicago  
Bausch & Lomb. Rochester, N. Y.

## ARCHITECTS—SCHOOL.

Geo. W. Ashby. .... Chicago  
Bells—Manufacturers.

Meneely & Co. Watervliet, N. Y.  
E. W. Van Duzen Co. Cincinnati  
St. Louis Bell Fdry. St. Louis, Mo.  
(Dealers.)

McConnell Sch. Sup. Co. .... Phila.  
E. W. A. Rowles. .... Chicago  
Atlas School Supply Co. .... Chicago  
Orr & Lockett Hdw. Co. .... Chicago  
L. A. Murray & Co. Kilbourn, Wis.

BLACKBOARDS—COMPOSITION

N. Y. Silicate Book Slate Co. N.Y.  
American Seat. Co. N.Y. & Ch'go  
McConnell Sch. Supply Co. .... Phila.  
W. O. Jones & Co. Owensboro, Ky.  
Haney School Furn. Co. .... Grand Rapids, Mich.  
Columbia School Supply Co. .... Indianapolis, Ind.  
E. W. A. Rowles. .... Chicago  
Atlas School Supply Co. .... Chicago  
L. A. Murray. .... Kilbourn, Wis.  
Whitaker & Ray Co. San Francisco

BLACKBOARDS—NATURAL SLATE.

E. J. Johnson & Co. .... N. Y. City  
Penn. Structural Slate Co. .... Worth Bldg., Easton, Pa.  
Keenan Structural Slate Co. .... Bangor, Pa.  
Main-Bangor Slate Co. .... Bangor, Pa.  
(Dealers.)

Peckham, Little & Co. .... N. Y.  
American Seat. Co. N.Y. & Ch'go  
McConnell Sch. Supply Co. .... Phila.  
Haney School Furn. Co. .... Grand Rapids, Mich.  
Columbia Sch. Supply Co. .... Indianapolis, Ind.  
E. W. A. Rowles. .... Chicago  
L. A. Murray & Co. Kilbourn, Wis.

BOOK COVERS.

Holden Book Cover Co. .... Springfield, Mass.  
Natl. Book Cover Co. .... Syracuse, N. Y.

BRUSHES—DUSTLESS.

Milwaukee Dustless Brush Co. .... Milwaukee, Wis.

BRUSHES—FLOOR.

Orr & Lockett Hdw. Co. .... Chicago

CHARTS.

Peckham, Little & Co. .... N. Y.  
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Milton-Bradley Co. .... Springfield  
McConnell Sch. Supply Co. .... Phila.

W. O. Jones & Co. Owensboro, Ky.  
Haney School Furn. Co. .... Grand Rapids, Mich.

E. W. A. Rowles. .... Chicago

Atlas School Supply Co. .... Chicago

L. A. Murray & Co. Kilbourn, Wis.

Whitaker & Ray Co. San Francisco

CLOCKS—PROGRAM.

Standard Electric Time Co. Boston

Fred Frick Clock Co. .... Wayneboro, Pa.

Hahl Automatic Clock Co. .... Chicago

R. W. Paltridge. .... Chicago  
H. M. Eldred, 819 Pabst Bldg. .... Milwaukee

CRAYONS—DUSTLESS.

American Crayon Co. Sandusky, O.  
Standard Crayon Mfg. Co. .... Danvers, Mass.  
(Dealers.)

N. Y. Silicate Book Slate Co. N.Y.  
Eagle Pencil Co. .... N. Y.

American Seat. Co. N.Y. & Ch'go  
McConnell Sch. Supply Co. .... Phila.

Haney School Furn. Co. .... Grand Rapids, Mich.

McIntosh Stereopticon Co. .... Chicago

Goder-Heimann Co. .... Chicago

Bausch & Lomb. Rochester, N. Y.

DEAFENING QUILT.

Samuel Cabot. .... Boston

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Eagle Pencil Co. .... N. Y.

Jos. Dixon Crucible Co. .... Jersey City, N. J.

Milton-Bradley Co. .... Springfield

E. W. A. Rowles. .... Chicago

INK POWDERS.

Mason Fountain Pen Co. .... N. Y.

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U. S. Inkwell Co. Des Moines, Ia., and Evansville, Ind.

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Thomas H. Charles Co. .... Chicago

E. W. A. Rowles. .... Chicago

LABORATORY FURNITURE.

Columbia School Supply Co. .... Indianapolis, Ind.

American Seat. Co. N.Y. & Ch'go

McAllister, Mfg. Opticians, Dept. 15. .... New York

McIntosh Stereopticon Co. .... Dept. 3. .... Chicago

C. H. Stoelting Co. .... Chicago

L. A. Murray & Co. Kilbourn, Wis.

DEAFENING FOUNTAINS.

L. Wolff Mfg. Co. .... Chicago

Jas. B. Clow & Sons. .... Chicago

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ELECTRIC CLOCK SYSTEMS.

Standard Electric Time Co. Boston

Fred Frick. .... Waynesboro, Pa.

R. W. Paltridge & Co. .... Chicago

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ERASERS.

N. Y. Silicate Book Slate Co. N.Y.

Eagle Pencil Co. .... N. Y.

Peckham, Little & Co. .... N. Y.

American Seat. Co. N.Y. & Ch'go

McConnell Sch. Supply Co. .... Phila.

Haney School Furn. Co. .... Grand Rapids, Mich.

W. O. Jones & Co. Owensboro, Ky.

Columbia School Supply Co. .... Indianapolis, Ind.

E. W. A. Rowles. .... Chicago

Atlas School Supply Co. .... Chicago

L. A. Murray & Co. Kilbourn, Wis.

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C. Christiansen. .... Chicago

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Haney School Furn. Co. .... Grand Rapids, Mich.

W. O. Jones & Co. Owensboro, Ky.

Columbia School Supply Co. .... Indianapolis, Ind.

E. W. A. Rowles. .... Chicago

Atlas School Supply Co. .... Chicago

L. A. Murray & Co. Kilbourn, Wis.

Whitaker & Ray Co. San Francisco

FLOOR DEAFENING.

Samuel Cabot. .... Boston

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Standard Commercial and Industrial Exhibits Co. .... New York

GLOBES.

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American Seat. Co. N.Y. & Ch'go

McConnell Sch. Supply Co. .... Phila.

W. O. Jones & Co. Owensboro, Ky.

Haney School Furn. Co. .... Grand Rapids, Mich.

Columbia School Supply Co. .... Indianapolis, Ind.

E. W. A. Rowles. .... Chicago

Atlas School Supply Co. .... Chicago

Union School Furn. Co. .... Chicago

Rand, McNally & Co. .... Chicago

A. J. Nystrom. .... Chicago

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American Seat. Co. N.Y. & Ch'go

Chandler & Barber. .... Boston

Ohio Rake Co. .... Dayton, O.

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W. A. Choate. .... Albany, N. Y.

Standard Crayon Mfg. Co. .... Danvers, Mass.

McConnell Sch. Supply Co. .... Phila.

Columbia School Supply Co. .... Indianapolis, Ind.

Am. Crayon Co. .... Sandusky, O.

Ohio Rake Co. .... Dayton, O.

Milner Seating Co. .... New Philadelphia, O.

Haney School Furn. Co. .... Grand Rapids, Mich.

Grand Rapids Hand Screw Co. .... Grand Rapids, Mich.

Peter & Volz. .... Arlington Hts, Ill.

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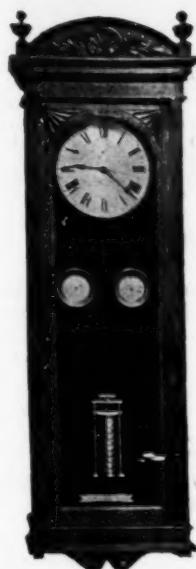
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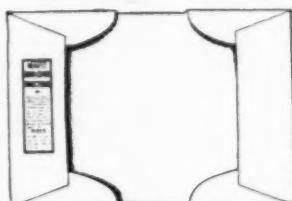
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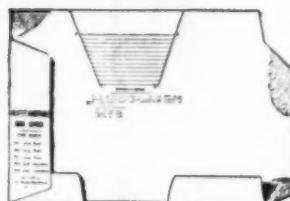
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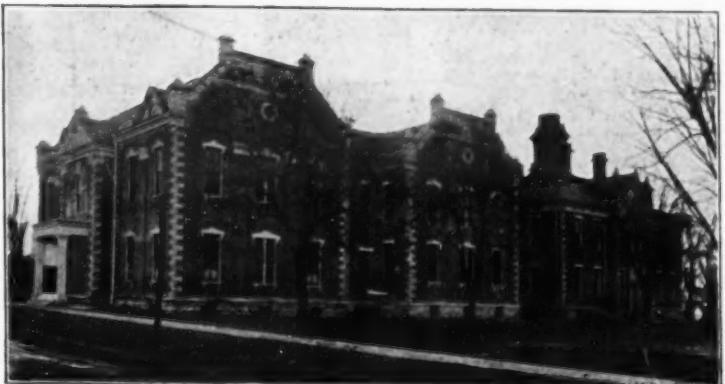
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